SOCI 217-500: Introduction to Race and Ethnicity

T/R, 12:45-14:00 pm, Fall 2025
Classroom: HECC 204
Course website: https://canvas.tamu.edu/courses/397269

Instructor:

Dr. Liangfei Ye
Email: yeliangfei@tamu.edu
Office: 331 WCSS
To book student hours with Dr. Liangfei Ye to discuss course content, advice on courses, recommendation letters et al:

- Link to schedule an appointment: https://calendly.com/yeliangfei-tamu/30min
- If those times do not work for you, email yeliangfei@tamu.edu (make sure you put "SOCI 217" in the subject line)

Teaching Assistant:

Elisangela Brito
Email: elispb@tamu.edu
Office: 343 WCSS To book student hours with TA Elisangela Brito to discuss quizzes, writing assignments, grading:

- Link to schedule an appointment: https://calendly.com/elispb/30min
- If those times do not work for you, email elispb@tamu.edu (make sure you put "SOCI 217" in the subject line)

Course Information

Course Prerequisites: None.

Special Course Designation: CD (Cultural Discourse), University Core Curriculum

Catalog Course Description: This is a 3-credit course, consisting of three lecture hours per week. Introduction to the sociological examination of race and ethnicity in U.S. society; overview of theories and methods in the study of race and ethnicity, an understanding of how they function as individual and group-level identities, and organizing principles in social institutions.

Syllabus Course Description: This course critically examines race and ethnicity through the lens of sociological theory and empirical research. It is structured around two central components.

First, we begin by exploring key sociological concepts and theoretical frameworks, including: (1) the social construction of ethnoracial identities; (2) racial ideologies; and (3) prejudice and discrimination.

Second, we then take a chronological approach to major developments and ongoing challenges related to race and ethnicity in the United States. Topics include: (1) European colonization and its racial implications; (2) residential segregation following the Civil War and its long-term effects on spatial inequality; (3) immigration to the U.S. and sociological theories of migration; (4) the civil rights movement and its legacy in contemporary Black activism; (5) the rise of mass incarceration and its broad social consequences; (6) racialized systems in modern American society; (7) the impact of racism on physical and mental health, neighborhood dynamics, workplace discrimination, exposure inequality, and disparities during the COVID-19 pandemic; (8) race and wealth inequality; (9) race and educational outcomes; and (10) race and global development

Throughout the course, we focus on how sociologists define and apply the concepts of race and ethnicity, and how they use theoretical and empirical tools to study these issues. The course is designed not to prescribe what to think about racial and ethnic matters, but rather to cultivate critical thinking about them. Students will be expected to engage deeply with readings, apply analytical skills, and develop thoughtful written responses to complex sociological questions concerning racial and ethnic minority groups in the United States.

Learning Outcomes: Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see http://provost.tamu.edu/Provost/media/Assets/pdfs-essentials/Access-Undergrad-Learning-Outcomes.pdf. This course is a Core Curriculum Social and Behavioral Science Foundation Component course. The core objectives for the Social and Behavioral Sciences Foundational Component area are:

- Critical Thinking: to include creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information.
- Communication: to include effective development and interpretation and expression of ideas through written, oral, and visual communication.
- Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Social Responsibility: to include intercultural competence; knowledge of civil responsibility; and the ability to engage effectively in regional, national, and global communities.

Using the above skills, if you successfully complete this course, you will be able to:

- evaluate the strengths and limitations of quantitative and qualitative information used to make arguments about racial and ethnic groups or disparities (critical thinking and empirical and quantitative skills);

- explain the social construction of race and ethnicity and use this concept to analyze information about racial groups, ethnic groups, and racism (effective communication and critical thinking);
- synthesize arguments and evidence about the major sources of change in racial and ethnic relations and causes of inequality in the United States today (critical thinking and empirical and quantitative skills);
- communicate what you have learned in written, oral, and visual forms (effective communication);
- and apply research materials to real-world issues and organizations (effective communication, social and cultural competence, social responsibility).

Required/recommended readings:

- Required textbook: Schaefer, R. T. (2021). Racial and Ethnic Groups. 15th version, Pearson Higher Education. The 16th edition, published in 2024, also works for this course.
- Other readings can be found on Canvas, including lecture slides.
- Students are expected to spend 1–2 hours outside of class preparing for each lecture by reading the assigned materials. Please complete the readings in advance and come prepared to reflect on the strengths and weaknesses of the main arguments, as well as any unanswered questions or areas of ambiguity. If reading is particularly lengthy, you may focus on skimming key sections, such as topic sentences, figures, and tables, to grasp the main ideas.

Course Requirements

Requirements	Grading	Deadline
Weekly Quiz Questions	30%	Each quiz must be submitted within one week following the lecture date, before 10pm.
Group Research I and Presentation	25%	10 pm, October 16
Group Research II and Presentation	25%	10 pm, December 2
Attendance and Participation in Class Discussion	20%	Up to 3 absences without deductions

Grading scale: This course will use the following grading scale: 4.0 (90-100%), 3.5 (85-89%), 3.0 (80-84%), 2.5(75-79%), 2.0 (70-74%), 1.5(65-69%), 1.0(60-64), and 0 (0-59%).

Weekly Quiz Questions:

Instead of traditional closed-book exams, students will complete weekly quizzes on Canvas, which will account for 30% of the final course grade.

- Each lecture will be accompanied by a quiz consisting of 1 to 4 questions, primarily multiple-choice, with occasional short-answer items.

- Students will have three attempts to answer each multiple-choice question, which usually has four options. The quiz questions and their options are randomly distributed on Canvas, so your answers to multiple-choice questions may be different from your peers.
- Short-answer questions will receive full credit if the response appropriately and clearly addresses the question.
- Quizzes will be posted on Canvas prior to each lecture, and must be submitted within one week following the lecture date. For example: If the lecture is held on August 28, the quiz must be submitted by 10:00 PM on September 4.
- Grading Formula: Your final quiz score will be calculated as follows: (Number of Correct Answers / Total Number of Quiz Questions)×30%.

Group Research Projects and Presentations: You will complete two group research projects, each culminating in an in-class presentation. Each project and its corresponding presentation will contribute 40% to your final course grade.

Team Formation: Please form a research team of five students for each project starting from the first week of the semester.

Project 1: Meta-Analysis of Existing Literature. In the first project, your team will conduct a meta-analysis addressing a specific research question drawn from existing literature. I will provide detailed guidance and suggest potential research questions during class sessions. The general workflow includes:

- Formulating a research question or hypothesis your team aims to investigate.
- Conducting a systematic literature search using Google Scholar to identify relevant empirical and theoretical studies. Please do not use *Generative AI Tools* for your literature search.
- Extracting key information from selected studies using a standardized form, including study characteristics, research design, and major findings.
- Evaluating study quality, effect sizes, and potential publication bias.
- Writing a short research article that includes your research question, literature search strategy, summary of findings, and a reference list.

Project 2: Empirical Analysis of Racial and Ethnic Issues. In the second project, your team will analyze a dataset to explore one potential racial and ethnic problem. I will provide guidance on dataset construction and analytical methods in class. The general workflow includes:

- Formulating a research question or hypothesis relevant to race and ethnicity.
- Constructing a dataset by merging publicly available racial/ethnic data with socio-economic, environmental, health, or other data.
- Conducting data analysis to uncover patterns and findings.
- Comparing your research design and results with existing literature.
- Writing a short research article that includes your research question, dataset description, methodology, findings, comparative analysis, and a reference list.

Presentation and Submission Requirements

- Each project will be presented during designated class sessions. Your team should prepare a concise presentation (maximum 4 slides, excluding the title page slide) and deliver it in person. Each presentation will be allotted 5 minutes, followed by 2 minutes for peer questions.
- Another research groups will provide you with comments, and I also will provide you with a grading rubric in class for reference. The final presentation score will be calculated by: (1) the quality of your final report (you will have one week to improve your research and revise your report based on the peers' comments), and (2) the average of peer scores after removing the highest and lowest ratings (or your peers' comments).
- All research materials—including literature sources, datasets, analysis code, written articles, comments, and presentation slides—must be uploaded to the appropriate folders on Canvas.

Formatting and Citation Guidelines

- Formatting: Use 12-point Times New Roman font, double-spacing, and one-inch margins for your written articles. Please proofread and edit your work carefully before submission.
- Citations: Each article must cite at least three academic sources (excluding websites or news articles) beyond course readings. Use APA style for in-text citations and reference lists. Refer to the TAMU Library APA Citation Guide (https://tamu.libguides.com/apa) for details.
- For help accessing Google Scholar (https://askus.library.tamu.edu/faq/233169), see this library tutorial video.

Attendance and Participation:

- Lecture attendance is mandatory. Attendances account for 20% of your final course grade.
- Starting in Week 2, attendance will be recorded through a brief iClicker quiz during each class session. Your responses will automatically update your attendance record in the Canvas gradebook.
- We understand that occasional absences may occur due to illness or other obligations. Therefore, you may miss up to three lectures without deductions. There is no need to email in advance for these absences.
- Active participation in classroom discussions is strongly encouraged. Students are encouraged to contribute thoughtful questions, reflections, and observations during class discussions and to engage with peers in a constructive and respectful manner. Those who consistently participate with insightful contributions may earn up to 10% extra credit toward their final grade.

Attendance certification quiz: Texas A&M requires *certify attendance* for each student enrolled in their class by the 10th class day of the semester, which will be *September 8, 2025*. You will

answer a quiz question to certify the attendance. You must be physically present in class to take the quiz.

Extra Credit (10%): Review a book on race and ethnicity. The book cannot be an edited volume. The book review should begin with a full citation of the book and be approximately 5 pages double-spaced in length. The book review should include:

- The research question that the author addresses.
- Research methods.
- Who the book is targeted toward.
- Description of each chapter.
- Discussion of theory(ies) from class used in the book.
- A summary of what you learned from the book and your recommendation to others.

You can select from the list of books at the end of the syllabus. You can select a book on race and ethnicity that is not on this list, but all books must be approved by the instructor. Extra credit is due on December 2 and must be submitted on Canvas.

Deadlines and Late Work/Makeup Work Policy: Contact the TA *in advance* if possible to discuss legitimate reasons for needing extensions. Unless you have made a specific arrangement with the TA in advance because of a legitimate need for an extension, or have a reason that you could not contact us in advance, we will take off 10% scores for each day an assignment is late.

Students will be excused from attending class on the day of a graded activity for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor. Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines. Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" (Student Rule 7, Section 7.4.1). "The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (Student Rule 7, Section 7.4.2). Students who request an excused absence are expected to uphold the Aggie Honor Code
and Student Conduct Code. (See Student Rule 24.)

Communication Policy: We encourage open and respectful communication throughout the course. Please review the following guidelines to ensure your questions and concerns are addressed efficiently:

- In-Person Discussions: You are welcome to speak with me or the TA before or after class if you have any questions or concerns.
- Course Announcements: All class-related emails and announcements will be sent via Canvas. Please check regularly to stay informed.
- Office Hours: To schedule a Zoom meeting with either me or the TA, please follow the instructions provided under the "Office Hours" section in Syllabus.

- Email Communication: For questions related to Canvas or grading, please contact the TA. For questions regarding course content, feel free to email me directly. We aim to respond to all messages within 1–2 business days. To help us identify your message quickly, please include "SOCI 217" in the subject line of your email.

Digital Devices Policy: To maintain a focused and respectful learning environment, please adhere to the following guidelines regarding digital device usage during class:

- Cell Phones: Kindly keep your cell phones turned off and stored away during lectures to minimize distractions.
- Laptops and Tablets: You are welcome to use laptops or tablets for note-taking or other course-related activities. Please refrain from using social media or engaging in non-academic tasks during class time.

Recording Lectures: Audio or video recording of lectures is not permitted without prior written consent from the instructor or prior approval from the University.

University Policies

Generative AI Statement: According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit (aggiehonor.tamu.edu). You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles. Artificial Intelligence (AI) text generators and natural language processing tools (colloquially, chatbots - such as ChatGPT), audio, computer code, video, and image generators should not be used for any work for this class without explicit permission of the instructor and appropriate attribution. This includes but is not limited to: (1) Creating or revising drafts; (2) Editing your work; and (3) Reviewing a peer's work. This excludes pre-existing software additions such as spelling and grammar checkers, which are acceptable.

Respectful Language and Classroom Discourse: Class discussions are intended to foster meaningful and constructive dialogue centered on course materials and relevant topics. To ensure a respectful and inclusive learning environment, please keep the following in mind:

- We value and respect diverse perspectives and experiences. Engaging with differing viewpoints is an essential part of academic growth.
- You are encouraged to critically evaluate ideas and evidence, but personal criticism of classmates is not acceptable.
- Approach all discussions with intellectual curiosity, a willingness to listen, and a commitment to thoughtful, respectful engagement.

Academic Integrity Statement and Policy: *If you are in doubt* about whether or not something is ethical (such as how to use materials from a book, helping your roommate, etc.), please come discuss it with me! I am happy to help you figure out how to cite sources in your projects or anything else you find confusing. Academic honesty is the glue that holds intellectual communities like ours together, and it requires *giving every author credit for their ideas and their words*. Thus it is very important to always properly cite your sources in *anything you turn*

in. Although you are welcome to discuss your ideas for your projects with me or anyone else, I expect that you will turn in your own work for all written assignments in this class.

- *"An Aggie does not lie, cheat or steal, or tolerate those who do."* "Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (Section 20.1.2.3, Student Rule 20).
- You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.
- *If you are found to be cheating and/or plagiarizing, you may earn a "0" on the assignment and be reported to the Aggie Honor Council.*
- Additionally, any student found to have used "GroupMe" (or something like it) to cheat on a quiz or assignment will be reported to the Aggie Honor Council and be given a "0" for anyone connected to that conversation. The only exception(s) will be made for the student or students who report the cheating to us. I strongly advise that you be mindful of the company you keep as being an accomplice to dishonest acts can stain your reputation if you do nothing to stop it.
- If you are ever tempted to plagiarize or cheat, please know that there are MANY resources available for students. For example, if you need help with your written work, consider visiting the University Writing Center. *The University Writing Center (UWC)* is here to help you develop and refine the communication skills important to your success in college and beyond. The UWC provides this help in a welcoming atmosphere that respects all Aggies' backgrounds and abilities. Our trained peer consultants are available to work with you on any kind of writing or speaking project, including research papers, lab reports, application essays, or creative writing, and at any stage of your process, whether you're deciding on a topic or reviewing your final draft. You can also get help with public speaking, presentations, and group projects. We can work with you in person at our Evans or BLCC locations or via Zoom or email. To schedule an appointment or to view our handouts, videos, or interactive learning modules, visit writingcenter.tamu.edu. If you have questions, need help making an appointment, or encounter difficulty accessing our services, call 979-458-1455 or email uwc@tamu.edu.

Basic Needs and Security: Some college students experience difficulties affording groceries or accessing sufficient food to eat every day. Some college students lack a safe and stable place to live. Some college students experience challenges balancing school and work with paid work, childcare, and other family obligations like serious illnesses in the family. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. Students experiencing those challenges are urged to contact the *Office of the Dean of Student Life* for support (https://studentlife.tamu.edu/ or by phone at 979-845-3111). I also encourage students experiencing challenges with food, housing, work, and/or family obligations to *contact me or the TA* if you are comfortable in doing so. This will enable me to assist you in accessing support.

Mental Health and Wellness: Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in self-care by utilizing the resources and services available from *Counseling & Psychological Services (CAPS).* Students who need someone to talk to can call the *TAMU Helpline (979-845-2700)* from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Americans with Disabilities Act (ADA) Policy: Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attention, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible. To request academic accommodations, contact *Disability Resources at (979) 845-1637 or disability@tamu.edu.* If you are experiencing difficulties with your approved accommodations, contact the office responsible for approving your accommodations or the Texas A&M ADA Coordinator Julie Kuder at ADA.Coordinator@tamu.edu or (979) 458-8407.

Title IX and Statement on Limits to Confidentiality
Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with *Counseling and Psychological Services (CAPS).* Students can learn more about filing a report, accessing supportive resources

Statement on the Family Educational Rights and Privacy Act (FERPA): FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items can do so within howdy.tamu.edu using the Directory Information Withholding Form. The complete FERPA Notice to Students and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

Notice of Nondiscrimination: Texas A&M University is committed to providing safe and non-discriminatory learning, living, and work environments for all members of the University community. The University provides equal opportunity to all employees, students, applicants for employment or admission, and the public regardless of race, color, sex (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, or veteran status. Texas A&M University will promptly, thoroughly, and fairly investigate and resolve all complaints of discrimination, harassment (including sexual harassment), complicity and related retaliation based on a protected class in accordance with System Regulation 08.01.01, University Rule 08.01.01.M1, Standard Administrative Procedure (SAP) 08.01.01.M1.01, and applicable federal and state laws. In accordance with Title IX and its implementing regulations, Texas A&M does not discriminate on the basis of sex in any educational program or activity, including admissions and employment. The following person has been designated to handle inquiries and complaints regarding the non-discrimination policies: *Jennifer M. Smith, TAMU Associate VP & Title IX Coordinator at YMCA Ste 108, College Station, TX 77843, 979-458-8407, or email civilrights@tamu.edu*. For other reporting options, visit https://ocrcas.ed.gov/contact-ocrLinks to an external site. to locate the address and phone number of the office that serves your area, or call 1-800-421-3481.

Readings

August 26: Class and Canvas Introduction
Please discuss your research interests with your peers to organize your research team (5 students on each team) for your first research group project. Please let me know your team's name and team members as early as possible. You may choose different team members for your second project.

August 28: The Social Construction of Ethnoracial Identities
Chapter One. Schaefer, Richard T. Racial and ethnic groups. Pearson Higher Education, 2021.

Tanvi Misra (2015) A Complete History of Census Race Boxes.
https://www.citylab.com/life/2015/11/a-complete-history-of-census-race-boxes/413716/

September 2: Racial Ideologies and Theories of prejudice
Golash-Boza, T. (2014). Chapter 3: Racial Ideologies from 1920 to the Present. (pp. 63-89), and Chapter 6: White Privilege and the Changing Racial Hierarchy. (pp. 147-173), in Race and Racisms: A Critical Approach. Oxford University Press.

Bonilla-Silva, E., 2015. The structure of racism in color-blind,"post-racial" America. American Behavioral Scientist, 59(11), pp.1358-1376.

September 4: Spectrum of Discrimination
Chapter 2 and Chapter 3. Schaefer, Richard T. Racial and ethnic groups. Pearson Higher Education, 2021.

September 9: European Colonial History
Chapter 6 and Chapter 7. Schaefer, Richard T. Racial and ethnic groups. Pearson Higher Education, 2021.

September 11: Residential Segregation after the Civil War
Chapter 1 and Chapter 2. The Philadelphia Negro by W.E.B. DuBois

Recommended: Chapter 1. The City by Robert E. Park and Ernest Burgess

Recommended: Chapters 1, 2, and 5. American Apartheid: Segregation and the Making of the Underclass by Doug Massey and Nancy Denton.

September 16: Spatial Inequality
Robert D. Bullard, 2023. The Father of Environmental Justice Exposes the Geography of Inequity. Scientific America. https://www.scientificamerican.com/article/the-father-of-environmental-justice-exposes-the-geography-of-inequity/

Johnston, Jill E., Meredith Franklin, Hannah Roh, Christine Austin, and Manish Arora. "Lead and arsenic in shed deciduous teeth of children living near a lead-acid battery smelter."

Environmental science & technology 53, no. 10 (2019): 6000-6006.

Recommended: Ye, Liangfei et al. "Decomposition analysis to assess intervention strategies for reducing health-related exposure disparities in Michigan public drinking water systems." Social Science & Medicine 356 (2024): 117154.

September 18: Immigration to the U.S.
Chapters 9 and 10. Schaefer, Richard T. Racial and ethnic groups. Pearson Higher Education, 2021.

Massey, D. (2008). New Faces in New Places: The Changing Geography of U.S. Migration. New York: Russell Sage Foundation. Chapter 2.

September 23: Theories of Migration
Chapter 13. Schaefer, Richard T. Racial and ethnic groups. Pearson Higher Education, 2021.

Michael Burawoy. 1976. "The Functions and Reproduction of Migrant Labor: Comparative Material from Southern Africa and the United States," The American Journal of Sociology, 81(5). Page1050-1084.

September 25: The Civil Rights Movement
Morris, Aldon D. "A retrospective on the civil rights movement: Political and intellectual landmarks." Annual review of Sociology 25, no. 1 (1999): 517-539.

September 30: Contemporary Black Movements
Clayton, Dewey M. "Black Lives Matter and the civil rights movement: A comparative analysis of two social movements in the United States." Journal of Black Studies 49, no. 5 (2018): 448-480.

Kayla Stajkovic, Alex Stajkovic, 2024. Cities with Black women police chiefs had less street violence during 2020's Black Lives Matter protests. https://theconversation.com/cities-with-black-women-police-chiefs-had-less-street-violence-during-2020s-black-lives-matter-protests-227440

October 2: Mass Incarceration
Chapter 8. Schaefer, Richard T. Racial and ethnic groups. Pearson Higher Education, 2021.

October 7: Presentation of Your First Assignment (1)

October 9: Presentation of Your First Assignment (2)

October 16: Mass Incarceration Impacts
Chapter 1 and Chapter 2. Clear, Todd R. Imprisoning communities: How mass incarceration makes disadvantaged neighborhoods worse. Oxford University Press, 2009.

Pager D, Western B, Sugie N. Sequencing Disadvantage: Barriers to Employment Facing Young Black and White Men with Criminal Records. Ann Am Acad Pol Soc Sci. 2009 May;623(1):195-213. doi: 10.1177/0002716208330793. PMID: 23459367; PMCID: PMC3583356.

October 21: Contemporary Race Discrimination System
Reskin, B. (2012). The Race Discrimination System. Annual Review of Sociology, 38, 17-35.

Recommended: Golash-Boza, T. (2014). Chapter 7: Understanding Racial Inequality Today: Sociological Theories of Racism. Pages 178-190 in Race and Racisms: A Critical Approach. Oxford U Press.

Recommended: Ibram X. Kendi. This is what an antiracist America would look like. How do we get there? https://www.theguardian.com/commentisfree/2018/dec/06/antiracism-and-america-white-nationalism

October 23: Race as A Fundamental Cause of Health Disparity
Link, B.G., and J.C. Phelan. (1995). Social Conditions as Fundamental Causes of Disease. Journal of Health and Social Behavior 35: 80-94. Focus on pages 84-88.

Krieger, Nancy. 2005. Stormy Weather: Race, Gene Expression, and the Science of Health Disparities. Am J Pub Hlth 95(12): 2155-2160.

October 28: The Stress of Racism Goes Under the Skin
Sapolsky, R. Sick of Poverty Scientific American. November 21, 2005.

Kawachi, I., N. Daniels, and D.E. Robinson. 2005. Health disparities by race and class: Why both matter. Health Affairs 24(2):343-352.

October 30: Neighborhood Effects
Diez Roux, A.V. and C. Mair. (2010) Neighborhoods and Health. Annals of the New York Academy of Sciences Read p. 125-126 and 128-132.

November 4: Workplace discrimination and Exposure Inequality
Pager D, Western B. Identifying Discrimination at Work: The Use of Field Experiments. J Soc Issues. 2012 Jun;68(2):221-237. doi: 10.1111/j.1540-4560.2012.01746.x. PMID: 24163481; PMCID: PMC3807133.

Boyle, Meleah D., Lucy K. Kavi, Lydia M. Louis, Walkiria Pool, Amir Sapkota, Linyan Zhu, Anna Z. Pollack, Stephen Thomas, Ana M. Rule, and Lesliam Quirós-Alcalá. "Occupational exposures to phthalates among Black and Latina US hairdressers serving an ethnically diverse clientele: A Pilot Study." Environmental Science & Technology 55, no. 12 (2021): 8128-8138.

November 6: Racism in the Covid-19 Pandemic
Tan, Shin Bin, Priyanka DeSouza, and Matthew Raifman. "Structural racism and COVID-19 in the

USA: a county-level empirical analysis." Journal of racial and ethnic health disparities (2021): 1-11.

Cheah, Charissa SL, Cixin Wang, Huiguang Ren, Xiaoli Zong, Hyun Su Cho, and Xiaofang Xue. "COVID-19 racism and mental health in Chinese American families." Pediatrics 146, no. 5 (2020).

November 11: Race and wealth
Erin Hoekstra, 2014. Looking into the Racial Wealth Gap. The Society Pages. https://thesocietypages.org/roundtables/racial-wealth-gap/

Paul Kiel and Annie Waldman, 2015. The Color of Debt: How Collection Suits Squeeze Black Neighborhoods. https://www.propublica.org/article/debt-collection-lawsuits-squeeze-black-neighborhoods

Seamster, Louise. "Black debt, white debt." Contexts 18, no. 1 (2019): 30-35.

November 13: Race and Education
Claude M. Steele, 1999. Thin Ice: Stereotype Threat and Black College Students.

Lewis, Amanda E., and John B. Diamond, '"It's Like Two High Schools": Race, Tracking, and Performance Expectations', Despite the Best Intentions: How Racial Inequality Thrives in Good Schools, 2nd Edition, 2nd edn (New York, 2024; online edn, Oxford Academic, 24 July 2025), https://doi.org/10.1093/oso/9780197557068.003.0004, accessed 21 Aug. 2025.

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November 20: Presentation of Your Second Assignment (1)

November 25: Presentation of Your Second Assignment (2)

December 2: Please submit all your materials for the assignment before 10pm, December 2

December 4: Please check your grades on Canvas, and feel free to TA know if you have any