

# THEORIES OF RACE AND ETHNICITY

## *Sociology 476*

*Section 22*

Spring 2017

Professor: Quincy Thomas Stewart

**COURSE DESCRIPTION:** For years we have understood that race is, biologically speaking, an exceedingly complex matter and that preconceived biases much more than biology govern the way people think about race. In this course, we will discuss both the biological myth and social reality of race. Specifically, this course provides an overview of the prominent theories/theorists of race and ethnicity, and is concerned with: 1) Understanding the early science of race used to justify racial classification and thinking, 2) reviewing the theories regarding the nature and persistence of race and ethnicity as meaningful social groupings in society, and 3) explaining the social significance of these group identities (e.g., how they are related to social stratification, social-cultural relations, and the political and economic dynamics in society).

We will begin our review with the origins of the concept race. Then, we will move from early perspectives to the present in an aim to understand the influential theories and theorists. As we proceed in our investigation we will continuously ask: 1) what are the key assumptions, propositions and concepts of each theory? 2) how is it situated within the larger theoretical tradition? 3) does the theory agree or disagree with other views in the field? 4) what is the level of empirical support for the theory? And 5) to what extent does the theory help to explain patterns of race and ethnicity across time and space in the United States?

A survey of theories of race and ethnicity is an ambitious undertaking. We will cover a large amount of complex material over a relatively short period. In order to be successful, we require maximum commitment and effort from all participants. Since this is a graduate seminar, the format will involve presentations/overviews/summaries of assigned readings for the day to be followed by a critical discussion of the readings and related source materials. Students are required to play an active role in this process sharing the responsibility of presenting, leading discussions, and critiquing with the instructor. Given the requirements of the course, you are encouraged to think and work collaboratively. Specifically, you should form small working groups to provide a forum for discussing course readings outside class.

**COURSE REQUIREMENTS:** The requirements include: class attendance and participation (10%), regular short reaction papers (20%), leading discussions (20%), and a final paper (50%).

**Attendance and participation:** Class attendance is based on your regular presence in class. Attendance is mandatory. Students will be penalized 4% of their final grade for each unexcused absence. I will excuse absences for sickness, religious holidays, in-patient hospital admissions, and military service. Please do not bring me documentation for any other reason.

Class participation will be measured through participating in classroom discussions and the submission of discussion questions at the beginning of each class meeting. You are required to submit 3-5 discussion questions on post-it notes at the beginning of class each week that you do not lead the discussion during the quarter. A single sentence question is sufficient, although longer questions are welcome. Discussion questions-comments should also be submitted by email to [g-stewart@northwestern.edu](mailto:g-stewart@northwestern.edu) prior to each class meeting.

**Short reaction papers:** You are required to submit 2 short reaction papers over the course of the quarter. The short reaction papers should be approximately one page. You should engage a particular reading or topic. You will be graded on your ability to develop an argument or critique of the respective reading and incorporate insights from other readings to formulate a novel argument. *These short papers are not summaries of the readings.* Rather, they embody your short, scholarly response to the reading of interest.

**Lead Discussion:** All students are required to lead at least 2 discussions over the course of the quarter. Discussion leaders have 4 distinct duties:

1. **Provide a Clear and Concise Summary:** The first and most important obligation of discussion leaders is to put before the rest of the class for discussion the core ideas and evidence contained in the readings for the day. Fulfilling this duty involves: 1) motivating an interest in the specific issue or problems, and 2) reviewing in reasonable detail the core questions and objectives of the research, the central argument and evidence developed in the research, and any major conclusions drawn in the work. The best way to accomplish this task is to think of oneself in the role of the author(s): specifically, present the material as someone who is an advocate for the position taken.
2. **Highlight Positives:** The second obligation of the discussion leader is to address what you see as the strengths of the research. Be explicit about the strong points, interesting observations, useful contributions, or provocative insights offered in the work. What are the important contributions of the work and why do you feel that way?
3. **Highlight Negatives:** The third obligation is to address the weaknesses of the research. Again, be explicit about the shortcomings or failings of the work.
4. **Guide Discussion through Questions:** The final obligation is to engage in a discussion with the class about the important aspects of the readings. Those who present may draw upon the cache of discussion questions submitted to realize this final duty. They may also develop additional questions on their own or with co-presenters. The challenge is to hit on the main points of the readings and connecting the respective articles/books.

The materials included in the “positives” and “negatives” sections above should proceed at two levels of analysis. *First*, take the material on its own terms. That is, within the confines of the research problem as defined in the work, what does it deliver on well and what does it fail to deliver on? *Second*, consider how the work bears on the larger questions and themes of the course. Does it make a clear and meaningful contribution to our understanding of how race and ethnicity may affect social behaviors and outcomes?

Indeed, it is tempting to make the “summary” section of the presentation the longest portion of the discussion. However, we are particularly interested in talking about the main points of the work. Thus, you should leave considerable time to talk with the class about various issues brought up in the readings. You may use *handouts, tables, figures, illustrations, videos/film clips, and discussion questions* (mentioned above) to help facilitate your discussion.

**Final Paper:** The final paper for the course is a research proposal. The proposal must engage a topic/theory that we covered in class, and develop a rationale for conducting a traditional, empirical social scientific research project (using quantitative and/or qualitative data) on the topic/theory. Research proposals should develop a theoretical rationale for the study, highlight how the proposed study fits into the literature, develop hypotheses, and highlight the data/data collection strategy. This final project should not exceed 20 double spaced pages in 12-point Times New Roman font—and be no less than 15 double spaced pages in 12-point Times New Roman font. Furthermore, the background section (i.e., literature review) should encompass the majority of the project.

**CLASS AND OFFICE HOURS:** The class meets on Thursdays between 3:00 p.m. and 5:50 p.m. in Allison Hall room ####. My office is located on the first floor of 1810 Chicago Ave in Room 322. I will be available in my sociology office or via Skype on Mondays between 1:30 p.m. and 3:00 p.m. and by appointment. I encourage you to make an appointment before you come during my office hours because I often work from home and will schedule appointments with students for portions of that time. When you come to my office for a meeting in person, please **DO NOT** wear perfume or cologne. *I will have to ask you to reschedule our meeting if you wear perfume or cologne to an office meeting.* My office phone number is 847-491-7044. My email address is [g-stewart@northwestern.edu](mailto:g-stewart@northwestern.edu).

### TEXTBOOKS

(Available at the NU Bookstore, Amazon, NU Library Reserve; \*online):

Bonilla-Silva, Eduardo. 2003. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman and Littlefield.

\*DuBois, W.E.B. 1899 (reprint 1996). *The Philadelphia Negro: A Social Study*. Philadelphia, PA: University of Pennsylvania Press.

Graves, Jr., Joseph L. 2001. *The Emperor's New Clothes: Biological Theories of Race at the Millennium*. New Brunswick, NJ: Rutgers University Press.

\*Harris, Angel L. 2011. *Kids Don't Want to Fail: Oppositional Culture and the Black-White Achievement Gap*. Cambridge, MA: Harvard University Press.

Lieberson, Stanley. 1980. *A Piece of the pie: Blacks and White Immigrants, 1880-1930*. Berkeley and Los Angeles: University of California Press.

\*Morning, Ann. 2011. *The Nature of Race: How Scientists Think and Teach about Human Difference*. Berkeley, CA: University of California Press.

Oliver, Melvin and Thomas Shapiro. 1995. *Black Wealth, White Wealth: A New Perspective on Racial Inequality*. New York: Routledge

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

\*Roberts, Dorothy. 2011. *Fatal Invention: How Science, Politics and Big Business Re-Crete Race in the Twenty-First Century*. New York: The New Press.

\*Royster, Deirdre A. 2003. *Race and The Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. University of California Press.

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

## READINGS

(Available on Canvas)

## COURSE OUTLINE

### 1. Background on Studying Race, 3/30/17

Drake, St. Clair. 1987. *Black Folks Here and There: An Essay in history and anthropology*. Los Angeles: Center for Afro-American Studies, UCLA. Volumes 1. Pp.13-94 (Chaps. 1 & 2).

Du Bois, W.E.B. 1898. "The Study of Negro Problems," *Annals of the American Academy of Political and Social Science*, January: p. 1-21.

### 2. Biology of Race, 4/6/17 (no class meeting; interactive writing assignment)

Frank, Reane. 2001. "The misuse of biology in demographic research on racial/ethnic differences: A reply to van den Oord and Rowe," *Demography* 38(4): 563-567.

Galton, Francis. 1892 (1972). *Hereditary Genius: An Inquiry into it's Laws and Consequences*. Honolulu, HI: University Press of the Pacific. Pp. 45-88 and 373-415.

Graves, Jr., Joseph L. 2001. *The Emperor's New Clothes: Biological Theories of Race at the Millennium*. New Brunswick, NJ: Rutgers University Press. Chapters 1-6, Chapter 10 and Conclusion.

\*Roberts, Dorothy. 2011. *Fatal Invention: How Science, Politics and Big Business Re-Create Race in the Twenty-First Century*. New York: The New Press.

Supplemental Reading:

Delany, Martin R. 1879 (1991). *The Origin of Races and Color*. Baltimore, MD: Black Classic Press. Pp. 9-36 (Chaps.1-7).

Hirschman, Charles. 2004. "The Origins and Demise of the Concept of Race," *Population and Development Review* 30(3):385-415.

Reinhardt, James M. 1927. "The Negro: Is he a Biological Inferior?" *The American Journal of Sociology* 33(2): 248-261.

**3. Early Perspectives, 4/13/17**

Boas, Franz. 1911 (1963). *The Mind of Primitive Man*. New York: The Free Press. Pp. 19-31 (Chap 1), 162-203 (Chaps. 10 & 11), and 226-242 (Chap. 13).

\*DuBois, W.E.B. 1899 (reprint 1996). *The Philadelphia Negro: A Social Study*. Philadelphia, PA: University of Pennsylvania Press. Chapters 1-11, 13, 16 and 18

Myrdal, Gunnar. 1944. *An American Dilemma*. New York: Harper and Brothers Publishers. Pp. xlv - lix (Introduction), 3-80 (Chaps. 1-3), and 640-663 (Chap. 30).

Park, Robert E. 1950. *Race and Culture*. New York: The Free Press. Pp. 138-151 (Chap. 9), 204-220 (Chap. 17), 223-229 (Chap 18), and 372-376 (Chap28).

Thomas, William I. 1904. "The Psychology of Race Prejudice," *The American Journal of Sociology* 9(5): 593-611.

**4. Traditional Theories, 4/20/17**

Bonacich, Edna. 1972. "A Theory of Ethnic Antagonism: The Split Labor Market," *American Sociological Review* 37(5): 547-559.

Bonacich, Edna. 1973. "A Theory or Middleman Minorities," *American Sociological Review* 38(5): 583-594.

\*Glazer and Moynihan. 1963. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. Cambridge, MA: M.I.T. Press. Pp. 1-22 (Introduction).

Gordon, Milton M. 19\*\* . "Toward a General Theory of Racial and Ethnic Group Relations," in *Ethnicity: Theory and Experience*. Glazer and Moynihan, eds. Cambridge MA: Harvard University Press.

Lieberson, Stanley. 1980. *A Piece of the pie: Blacks and White Immigrants, 1880-1930*. Berkeley and Los Angeles: University of California Press. Chapters 1-4, 7, and 9-12.

Lyman, Stanford M. 1968. "The Race Relations Cycle of Robert E. Park," *Pacific Sociological Review* 11: 71-80.

Sowell, Thomas. 1978. "Three Black Histories," in *Essays and Data on American Ethnic Groups*, Thomas Sowell, ed. Washington: The Urban Institute. Pp. 7-64.

## **5. New Formulations of Race, 4/27/17**

Bashi, Vilna and Tukufu Zuberi. 1997. "A Theory of Immigration and Racial Stratification," *Journal of Black Studies* 27(5): 668-682.

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

Bobo, Lawrence and Vincent L. Hutchings. 1996. "Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context," *American Sociological Review* 61(6): 951-972.

Bonilla-Silva, Eduardo. 1996. "Rethinking Racism: Toward a Structural Interpretation," *American Sociological Review* 62(3): 465-480.

Dixon, Jeffrey C. 2006. "The Ties That Bind and Those That Don't: Toward Reconciling Group Threat and Contact Theories of Prejudice," *Social Forces* 84 (4): 2179-2204.

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

Pettigrew, Thomas F. 1998. "Intergroup Contact Theory," *Annual Review of Psychology* 49: 65-85.

### Supplemental:

Wellman, David. 1977(1993). *Portraits of White Racism*. Cambridge, UK: Cambridge University Press. Pp. 27-63 (Chap. 2) and 206-222 (Chap. 9).

## 6. Race and Class, 5/4/17

Oliver, Melvin and Thomas Shapiro. 1995. *Black Wealth, White Wealth: A New Perspective on Racial Inequality*. New York: Routledge.

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

## 7. Race and Attitudes, 5/11/17

Banfield, Jillian C. and John F. Dovidio. 2013. "Whites' perceptions of discrimination against blacks: The influence of common identity," *Journal of Experimental Psychology* 49: 833-841.

Baron, Andrew Scott and Mahzarin R. Banaji. 2006. "The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood," *Psychological Science* 17(1): 53-58.

Bernstein, Michael J., Steven G. Young and Heather M. Claypool. 2010. "Is Obama's win a gain for blacks? Changes in implicit racial prejudice following the 2008 election." *Social Psychology* 41(3): 147-151.

Charles, Camille Zubrinsky. 2000. "Neighborhood Racial-Composition Preferences: Evidence from a Multiethnic Metropolis," *Social Problems* 47(3): 379-407.

Cunningham, William A., Kristopher J. Preacher and Mahzarin R. Banaji. 2001. "Implicit Attitude Measures: Consistency, stability and convergent validity," *Psychological Science* 12(2): 163-170.

Bonilla-Silva, Eduardo. 2003. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman and Littlefield. Chapters 1-4, 6, 8, 10 and 11.

Dovidio, John F., Kerry Kawakami, Craig Johnson, Brenda Johnson and Adaiah Howard. 1997. "On the nature of prejudice: Automatic and controlled processes," *Journal of Experimental Social Psychology* 33: 510-540.

Dovidio, John F., Nancy Evans and Richard B. Tyler. 1986. "Racial stereotypes: The contents of their cognitive representations," *Journal of Experimental Social Psychology* 22: 22-37.

Krysan, Maria, Mick Couper, Reynolds Farley and Tyrone Forman. 2009. "Does race matter in neighborhood preferences? Results of a video experiment," *American Journal of Sociology* 115(2): 527-559.

## **8. Modern Race, 5/18/17**

Collins, Patricia Hill, Lionel A. Maldonado, Dana Y. Takagi, Barrie Thorne, Lynn Weber and Howard Winant. 1995. Review Symposium: On West and Fenstermaker's Doing Difference," *Gender and Society* 9(4): 491-506.

\*Morning, Ann. 2011. *The Nature of Race: How Scientists Think and Teach about Human Difference*. Berkeley, CA: University of California Press.

Reskin, Barbara. 2003. "2002 Presidential Address: Including Mechanisms in our Models of Ascriptive Inequality," *American Sociological Review* 68(1):1-21.

Stewart, Quincy Thomas. 2008. "Chasing the Race Effect: An Analysis of Traditional Quantitative Research on Race," in *Racism in Post-Race America: New Theories, New Directions*. C. Gallagher (ed.). Chapel Hill, NC: Social Forces.

West, Candace, and Sarah Fenstermaker. 1995. "Doing Difference," *Gender and Society* 9(1):8-37.

## **9. Race and Education, 5/25/17**

Austen-Smith, David and Roland G. Fryer, Jr. 2005. "An economic analysis of 'acting white,'" *Quarterly Journal of Economics* 120(2): 551-583.

Barringer, Herbert R, David T. Takeuchi and Peter Xenos. 1990. "Education, occupational prestige, and income of Asian Americans," *Sociology of Education*

\*Harris, Angel L. 2011. *Kids Don't Want to Fail: Oppositional Culture and the Black-White Achievement Gap*. Cambridge, MA: Harvard University Press.

Ogbu, John. 1990. "Minority education in comparative perspective," *The Journal of Negro Education* 59(1): 45-57.

Roscigno, Vincent J. And James W. Ainsworth-Darnell. 1999. "Race, cultural capital, and educational resources: Persistent inequalities and achievement returns," *Sociology of Education* 72(3): 158-178.

Zeng, Zhen and Yu Xie. 2004. "Asian-Americans earnings disadvantage reexamined: The role of place of education," *American Journal of Sociology* 109(5): 1075-1108.



## 10. Race in the Labor Market, 6/1/17

Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination," *The American Economic Review* 94(4): 991-1013.

Pager, Devah and Diana Karafin. 2009. "Bayesian Bigot? Statistical discrimination, stereotypes, and employer decision making," *Annals of the American Academy of Political and Social Science* 621: 70-93.

Pager, Devah, Bruce Western and Bart Bonikowski. 2009. "Discrimination in a low-wage labor market: A field experiment," *American Sociological Review* 74: 777-799.

Neal, Derek A., and William R. Johnson. 1996. "The Role of Pre-market Factors in Black-White Wage Differences." *The Journal of Political Economy* 104(5):869-95.

\*Royster, Deirdre A. 2003. *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. University of California Press.

Stewart, Quincy Thomas and Jeffrey C. Dixon. 2010. "Is it Race, Immigrant Status or Both? An Analysis of Wage Disparities among Men in the United States," *International Migration Review* 44(1): 173-201.

### Supplemental Reading:

Feagin, Joe R. 1991. "The continuing significance of race: Antiracist discrimination in public places," *American Sociological Review* 56(1): 101-116.

McCall, Leslie. 2001. "Sources of racial wage inequality in metropolitan labor markets: Racial, ethnic, and gender differences," *American Sociological Review* 66(4): 520-541.