

University of Wisconsin at Madison
College of Letters and Science

SOC 134

4 Credit Hours

INTRODUCTION TO RACE AND RACISM IN THE UNITED STATES

with

Mosi Adesina Ifatunji, Ph.D.
Assistant Professor

Department of African American Studies,
Department of Sociology,
Center for Demography and Ecology,
Center for Demography of Health and Aging.

January 24 to May 3, 2023
Mondays and Wednesdays
From 4:00p to 5:15p
Mosse Humanities Building, 2340

Office Location and Hours:
Helen C. White Hall, Office 4139
Hours: Thursdays 4:00-5:00p, Friday 1:00-5:00p
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Land Acknowledgement

The University of Wisconsin at Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk. This history of colonization informs our shared future of collaboration and innovation. Today, UW Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

Course Citation

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Course Abstract

What is race? What is ethnicity? What are the legacies of racially and ethnically based discrimination in America? Matters related to race, ethnicity, and racism have been debated since the formation of the United States. However, while most people have some familiarity with these concepts, there is surprisingly little agreement on how to define these terms and their relative importance in American society. The course is designed for students that have not yet taken a similar course. The course goes beyond the social commentary and public opinion that we often find in newspapers and on social media and focuses instead on social scientific theory and observation. After completing the course, students will have an introductory understanding of the conceptual nuances and complexities of race, ethnicity, and racism in the United States. The reading for the course is mostly from a textbook but also includes selected readings. The course includes large lectures and smaller discussion sections.

Ethnic Studies Requirements

This course meets all of the requirements for Ethnic Studies. First, the course offers a review of the history of race, ethnicity and racism in the United States and connects this history to the present. That is, the readings from the textbook focus mostly on the history, while the lectures actively link this historical context to state-of-the art theories and analysis of the current nature of racial and ethnic inequalities in the United States. Second, the course intentionally reviews competing perspectives. This means that students will be exposed to perspectives with which they are not already familiar. Finally, since the course focuses on the histories and current experiences of people from different racial or ethnic groups, students that complete the course will be more aware of the histories and current conditions of different groups.

Terminology

As many already are aware, the names that we use to refer to different racial and ethnic populations change over time. For a review of these terms and their histories, please visit: <https://www.ssc.wisc.edu/soc/racepoliticsjustice/2017/09/16/race-names/>.

Instructor

The Instructor for the course is [Mosi Adesina Ifatunji](#). He is an Assistant Professor on the tenure track in the [Department of African American Studies](#) and the [Department of Sociology](#) at the University of Wisconsin at Madison. He is also a Faculty Associate at the [Program for Research on Black Americans](#), which is located in the [Research Center for Group Dynamics](#), at the [Institute for Social Research](#) at the University of Michigan at Ann Arbor; and a Research Scientist at the [Institute for Research on Race and Public Policy](#) at the University of Illinois at Chicago. Before joining the faculty at Madison, he held teaching and faculty appointments at Ann Arbor (at the [Summer Program](#) in Quantitative Methods of Social Research at the Inter-university Consortium for Political and Social Research) and the University of North Carolina at Chapel Hill (in the Department of Sociology, at the Institute for African American Research and at the Carolina Population Center).

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Hours: Tuesdays and Thursdays, 4:00-5:00p
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Teaching Assistants

[Anita Li](#)

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Discussion sections:

Thursday, 1:20-2:10p, 114 Social Work
Thursday, 2:25-3:15p, 114 Social Work
Thursday, 3:30-4:20p, 114 Social Work
Thursday, 4:35-5:25p, 114 Social Work

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Friday, 8:50-9:40a, , 114 Social Work
Friday, 9:55-10:45a, 114 Social Work
Friday, 11:00-11:50a, 114 Social Work
Friday, 12:05-12:55p, 114 Social Work

Required Textbook

Desmond, Matthew and Mustafa Emirbayer. 2020. *Race in America*. New York and London: W.W. Norton Company. Second Edition. ISBN-13: 978-0393419504.

[Click here](#) to purchase from the Publisher. [Click here](#) to purchase from Amazon.com. A reserve copy has been ordered and will be available soon in the College Library. Since many students need extra time to purchase course materials, the Instructor has made .pdf versions of the first and second chapters available on Canvas. While students have different options, the Instructor recommends purchasing the digital version of the textbook. Students that purchase used versions of the physical textbook, or plan to use the reserve copy, will also have to purchase access to Inquizitive, separately. Access to Inquizitive is included with the purchase of new physical textbooks and digital textbooks.

Weekly Schedule of Topics

Week 1: Overview and Introductions
Week 2: Race in the Twenty-First Century
Week 3: The Invention of Race
Week 4: Prejudice and Discrimination
Week 5: White Supremacy and Racism
Week 6: Organizations and Associations
Week 7: Housing

Week 8: Spring Break
Week 9: Midterm

Week 10: Education
Week 11: Economics
Week 12: Crime and Punishment
Week 13: Politics
Week 14: Health
Week 15: Toward Racial Democracy

Week 16: Final

[Schedule for Required Reading](#)

Semester Calendar (University)

Course Evaluation and Grading

Attendance (Lectures)	10 percent
Discussion Section	20 percent
Weekly Homework	10 percent
Weekly Quizzes	10 percent
Midterm	25 percent
Final	25 percent

The final exam will be on **Thursday, May 11** from 2:45p to 4:45p.

A = 93 – 100; AB = 88 – 92; B = 83 – 87; BC = 78 – 82; C = 70 – 77; D = 60 – 69; F = 0 – 59. Late assignments will result in a lower grade.

Final course grades will be rounded up, but not “bumped up.” As with standard rounding practices, if the first decimal place is .5 or higher, then the grade will be rounded up to the next whole number. However, if it is less than .5, then the final percentage score will be rounded down. This is different from bumping up grades in that a “bump up” would occur if the first decimal place was as low as a .1. As an example, a final percentage score of 92.5 will be rounded up to 93 percent and a final percentage score of 92.4 will be rounded down to a 92 percent score. All requests to “bump up” percentage scores will be denied.

Canvas

Students will be able to access all course materials other than the textbook in [Canvas](#). Students will be able to check their most recent grades, for both individual assignments and the overall grade “to date.” There are also modules for each week. These modules include links to required and related (unrequired) materials and to the weekly short answer quiz. While Canvas allows students to contact the Instructor and Teaching Assistant(s), we recommend that students use the listed email addresses above. Under the first module, “Course Resources,” students can also find links for accessing Inquizitive.

Instructional Mode

This course is currently scheduled to meet in person. However, if necessary, the Instructor might occasionally provide instruction online via Zoom.

General Expectations

Students are required to attend all lectures and meetings of their respective discussion sections. Since we encourage the use of the digital version of the textbook and since several other important aspects of the course rely on Canvas, students are allowed to bring and use their laptops and tablets to support their learning. Use of these and other devices (to include smartphones) for non-academic and/or social purposes is prohibited. Please silence all devices while in lecture and discussion classrooms. Anyone engaged in extraneous electronic activities will be asked to leave class and will be considered absent for the day. Please come to class on time, as late arrivals are often disruptive to other students and the Instructor and Teaching Assistant(s). Discussions about race and ethnicity in the United States are often sensitive. Therefore, it is very important for students to make extra efforts to listen to their classmates and speak in ways that are thoughtful and respectful of others.

Communications

We welcome and encourage correspondence with the course Instructor and Teaching Assistant(s). Although we will return most emails promptly, we will return all emails within 48 hours. All students are welcome to attend office hours. To ensure that the Instructor and Teaching Assistant(s) are not meeting with other students when you arrive, we strongly recommend scheduling a meeting. If the scheduled times do not work (due to class or work schedules), we will work to schedule a meeting time outside of office hours. Scheduled meetings are for 20-minute blocks of time. To schedule a meeting with the Instructor, please click [here](#).

Course Format

This is a four-credit course and meets twice a week for 75 minutes and once a week for 50 minutes, including 2 lectures and 1 discussion section. Lectures will take place on Mondays and Wednesdays. Each class lecture meeting will begin with open questions. This is a time for students to ask any questions about the material reviewed in the course up until the previous class meeting. For the lecture meetings, the Instructor will provide a lecture on the scheduled topic for the day. The lecture will generally not reference the textbook, but will often reference non-textbook readings on days when those are the required readings. The focus of the lecture is to complement and extend required readings (both textbook and non-textbook). Students are encouraged to ask clarifying questions during lectures and more analysis- and discussion-oriented questions toward the end of the lecture. All students are also assigned a discussion section. Discussion sections are led by Teaching Assistants. Teaching Assistants will provide a separate syllabus for their respective discussion sections. While there is less available time for student discussion during the lectures, the discussion sections are centered on student discussion. Students should come to all course meetings (both lecture and discussion) prepared to take detailed notes that are both descriptive and analytic.

Course Preparation

The course requires a substantial amount of reading. Students will read a full chapter from the textbook most weeks. There are a few weeks where the readings will not come

from the textbook. The Instructor will provide these readings on Canvas and students will need to have software that allows them to read .pdf file format. Each class meeting requires about 2 hours of work outside of the classroom, although this time may vary for each student and assignment. Course readings are on the [course reading schedule](#) and students should complete the readings before the day that they appear on the schedule, which is generally Monday. Students should take detailed notes. Notes should include observations and questions that are both descriptive and analytic.

Attendance (Lectures and Discussion)

Attendance is required. We will track student attendance using [Top Hat](#). You will receive more information about this in the first meeting of your discussion section. Attendance will total 10 percent of the overall course grade and 50 percent of the discussion section grade. If students have a scheduled conflict for a specific lecture or discussion section meeting, they should notify their assigned Teaching Assistant with some form of verifiable documentation as soon as possible.

If students are absent for lecture or discussion meetings, they are responsible for getting summaries of the course material from other students. Students should develop relationships with one or two other students that they can talk to about missed classes. The Instructor and Teaching Assistant(s) will meet with students outside of class meetings to answer questions about course material, but will not meet with students to review material from missed class meetings. While the material from the textbook is available outside of class meetings, material from the lectures will only be provided at class meetings. Before scheduling a meeting to discuss material from missed class meetings, students should have already reviewed the core material with another student.

Two unexcused absences are allowed without grade penalty; one for lecture and one for discussion section. We suggest you reserve these unexcused absences for emergencies or unforeseen scheduling conflicts. Excused absences for illness, injuries, authorized University events, or other legitimate reasons such as funerals require documentation. We would like to take all students at their word, however, the few students who have abused this trust in the past have led to this policy. As per university regulations, there is no penalty for absence due to religious observances; however, as specified by university policy, students must notify their Teaching Assistant within the first two weeks of class of the specific days or dates that they will be absent for this purpose.

Discussion Section(s)

Since we will often not have time for full discussions in the lectures, we have assigned each student to a Teaching Assistant and a discussion section. Your participation in the discussion section will contribute to 20 percent of your overall grade. While each Teaching Assistant will conduct their section meetings differently, half of your discussion section grade will be attendance and the other half will be your participation in the discussion section class meetings. The best way to prepare for participation in your discussion meetings is to complete all of the reading and take detailed notes, including questions and both descriptive and analytic notes.

Weekly Homework (Inquizitive and Canvas)

Students will complete weekly homework assignments. Homework contributes 10 percent to the overall course grade. The assignments will be administered via [InQuizitive](#), which is available online and comes with the purchase of a new textbook (hard copy or electronic). If students do not purchase a new version of the textbook, they will have to purchase access to InQuizitive [separately](#). Before beginning the process of completing homework assignments, students must first [register](#) their account. Students will complete their InQuizitive homework assignments prior to attending the first class meeting of each week (Monday). This means that students will have completed all course readings before the week's lecture and discussions sections. Students can complete InQuizitive assignments at their own pace and are allowed to continue answering questions until they score 100 percent. Therefore, the homework assignments are mostly to ensure that students are reading the textbook on a regular basis. For weeks when the assigned reading is not taken from the textbook, the Inquizitive assignment will be replaced by an assignment that you will complete through Canvas (in addition to the weekly Canvas quiz).

Weekly Quizzes (Short Writing)

Quizzes will occur on Fridays after lecture and discussion section meetings. Quizzes will contribute 10 percent to your overall grade. They will be taken online, outside of class, on Canvas. Quizzes will be short written answers to a question about the lecture material from the week (about the length of a single short paragraph). The quizzes should take 10-15 minutes. They will focus on your understanding of key concepts and terms from the lectures. The quizzes will be available starting on Fridays at 2 PM and are due on the same day by 11:59p CST.

Midterm and Final

The midterm and the final will cover all of the material for their respective sections of the course. Therefore, the midterm examination will review material from Week 1 to Week 7 and the final examination will cover material from Week 9 to 15. Both the midterm and final will be almost entirely multiple-choice and weighted toward the textbook. The material for these examinations will mostly focus on vocabulary and concepts. Much less attention will be paid to dates or authors. Prior to each examination, there will be a review meeting where students can ask clarifying questions. These review meetings will only consist of responses to student questions. They will not include a prescription overview of the material. Therefore, students are encouraged to study ahead of the review meeting and bring unresolved questions to the meeting.

Late assignment/extension policy

Students may turn in assignments as much as two weeks late for up to 50 percent of the original assignment credits (for weekly homework and quizzes). If the student has a family, personal health or work-related verifiable reason for turning in an assignment late, they have two extra weeks to complete the assignment and will receive full credit.

While we understand that life comes at us unexpectedly, we maintain a late policy limited to two weeks because in our experience, this helps students avoid getting bogged down in old assignments at the expense of keeping up with newer assignments.

Statement on Developing Events

We often hear of racially and/or ethnically inflected events in the news. While it is understandable that students would want to focus classroom discussion on these events as they arise, given the frequency of these events, such a practice would likely result in a less than complete review of the history of racial and/or ethnic relations and the various theories that seek to frame or explain the path to the present day. Moreover, a focus on recent events and the daily news in the classroom runs the risk of re-directing the class toward yet another instance where our learning is far too heavily influenced by “the social commentary and public opinion that we often find in newspapers and on social media” (as mentioned in the course abstract). Therefore, while this class concerns race, ethnicity and racism in the United States, the general approach to classroom discussion is to focus on the readings and lecture material. The goal is to provide students with the ability to interpret current events on their own, not for the Instructor to interpret current events *for* students.

Honor, Ethics and Integrity

<https://conduct.students.wisc.edu/>

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure of the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review.

Students with Disabilities

<https://mcburney.wisc.edu/>

From the McBurney Disability Resource Center: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform Instructors of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. We will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.”

Diversity and Inclusion

<https://diversity.wisc.edu/>

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals... The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”

Documenting Class Meetings

Recording classroom meetings is prohibited unless students request written permission from the Instructor. This includes audio and video.

LECTURE MATERIALS AND *NON-REQUIRED* READING

The readings listed below are the studies that will be reviewed during classroom lectures. Students are not required to read these, but might find the citations useful as they prepare for the weekly short writing assignments and examinations. Click here for the [required readings and reading schedule](#).

Supplemental Textbooks

Takaki, Ronald T. 1993 [2008]. *[A Different Mirror: A History of Multicultural America](#)*. Sudbury, Massachusetts: Little, Brown and Company.

McClure, Stephanie M. and Cherise A. Harris, eds. 2022. *Getting Real About Race*. London, England and Washington DC: SAGE Publishing.

Week 1: Introductions and Fluidity

Saperstein, Aliya and Andrew M. Penner. 2012. "Racial Fluidity and Inequality in the United States." *American Journal of Sociology* 118(3):676-727.

Brubaker, Rogers. 2016. "The Dolezal Affair: Race, Gender, and the Micropolitics of Identity." *Ethnic and Racial Studies* 39(3):414-48. doi: 10.1080/01419870.2015.1084430.

Morning, Ann. 2017. "Race and Rachel Doležal." *Contexts* 16(2):8-11.

Davenport, Lauren. 2020. "The Fluidity of Racial Classifications." *Annual Review of Political Science* 23:221-40. doi: <https://doi.org/10.1146/annurev-polisci-060418-042801>.

[“A Man Says His DNA Test Proves He’s Black, and He’s Suing”](#)

[“Egyptian Immigrant Wants to be Reclassified as Black”](#)

[“When Did Racism Begin? The history of race has animated a highly contentious debate”](#)

[Project Implicit, Harvard University](#)

Week 2: Race in the Twenty-First Century (Whiteness)

McIntosh, Peggy. 1989. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom Magazine*, July/August, pp. 10-12.

Roediger, David. 1991. *The Wages of Whiteness: Race and the Making of the American Working Class*. London and New York: Verso.

Frankenberg, Ruth. 1993. *White Women, Race Matters: The Social Construction of Whiteness*. Minneapolis, Minnesota: University of Minnesota Press.

- Harris, Cheryl L. 1993. "Whiteness as Property." *Harvard Law Review* 106(8):1710-91.
- Roediger, David R. 1998. *Black on White: Black Writers on What It Means to Be White*. New York, New York: Schocken.
- Hartigan, John. 1999. "White People or Whiteness?" in *Racial Situations: Class Predicaments of Whiteness in Detroit*. Princeton, New Jersey: Princeton University Press.
- Frankenberg, Ruth. 2001. "Mirage of an Unmarked Whiteness." Pp. 72-96 in *The Making and Unmaking of Whiteness*. Durham, North Carolina: Duke University Press.
- Doane, Ashley W. and Eduardo Bonilla-Silva. 2003. *White Out: The Continuing Significance of Racism*. New York, New York: Rutledge.
- Lewis, Amanda E. 2004. "What Group?: Studying Whites and Whiteness in the Era of Color-Blindness." *Sociological Theory* 22(4):623-46.
- Mills, Charles W. 2007. "White Ignorance." Pp. 13-38 in *Race and Epistemologies of Ignorance*. New York, New York: SUNY.
- Hunt, Matthew O. 2007. "African-American, Hispanic, and White Beliefs About Black/White Inequality, 1977-2004." *American Sociological Review* 72(3):390-415.
- Norton, M. I. and S. R. Sommers. 2011. "Whites See Racism as a Zero-Sum Game That They Are Now Losing." *Perspectives on Psychological Science* 6:215-18.
- Thomas, James M. 2014. "Medicalizing Racism." *Contexts* 13(4):24-29.
- Kaufmann, Eric and Matthew J. Goodwin. 2018. "The Diversity Wave: A Meta-Analysis of the Native-Born White Response to Ethnic Diversity." *Social Science Research* 76:120-31.
- Bizumic, Boris, Conal Monaghan and Daniel Priest. 2021. "The Return of Ethnocentrism." *Political Psychology* 42(S1):29-73. doi: <https://doi.org/10.1111/pops.12710>.
- Quarles, Christopher L. and Lia Bozarth. 2022. "How the Term "White Privilege" Affects Participation, Polarization, and Content in Online Communication." *PloS one* 17(5):e0267048.
- Sáenz, Rogelio. "The Rising Relative Presence of Whites in Majority Non-White Cities." *American Behavioral Scientist* 0(0):00027642211066050. doi: 10.1177/00027642211066050.

Maggio, Christopher. 2021. "Demographic Change and Perceptions of Racism." *Du Bois Review: Social Science Research on Race* 18(2):251-87. doi: 10.1017/S1742058X2100028X.

Okuyan, Mukadder and Johanna Ray Vollhardt. 2022. "The Role of Group Versus Hierarchy Motivations in Dominant Groups' Perceived Discrimination." *Group Processes & Intergroup Relations* 25(3):NP54-NP80.

Earle, Megan and Gordon Hodson. 2022. "Dealing with Declining Dominance: White Identification and Anti-Immigrant Hostility in the Us." *Group Processes & Intergroup Relations* 25(3):727-45.

[Poll finds a majority of white Americans say discrimination against whites exists in America today](#)

Schneider, Matthew Jerome. 2022. "'I Don't Know What's Racist': White Invisibility among Explicitly Color-Conscious Volunteers." *Qualitative Sociology* 45(4):557-89.

Mueller, Jennifer C. 2018. "Advancing a Sociology of Ignorance in the Study of Racism and Racial Non-Knowing." *Sociology Compass* 12(8):e12600.

Kros, Mathijs, Eva Jaspers and Frank van Tubergen. 2023. "Longitudinal Changes in Interracial Hate Crimes in the USA, 1990–2014: Does Racial Composition Matter?". *Journal of International Migration and Integration* 24(2):547-66.

Week 3: The Invention of Race

Nobles, Melissa. 2000. "The Tables Present Plain Matters of Fact: Race Categories in U.S. Censuses." *Shades of Citizenship: Race and the Census in Modern Politics*. Stanford, CA: Stanford University Press. Pp.25-84. [59]

The Uproar Over 'Transracialism'

Harris, David R and Jeremiah Joseph Sim. 2002. "Who Is Multiracial? Assessing the Complexity of Lived Race." *American Sociological Review* 67(4):614-27. doi: 10.2307/3088948.

Maghbouleh, Neda, Ariela Schachter and René D. Flores. 2022. "Middle Eastern and North African Americans May Not Be Perceived, nor Perceive Themselves, to Be White." *Proceedings of the National Academy of Sciences* 119(7):e2117940119.

Jang, Beksahn, Kelsey E. Gonzalez, Liwen Zeng and Daniel E. Martínez. 2021. "The Correlates of Panethnic Identification: Assessing Similarities and Differences among Latinos and Asians in the United States." *Sociological Perspectives* 0(0):07311214211057121. doi: 10.1177/07311214211057121.

Hall, Erika V., Katherine W. Phillips and Sarah S. M. Townsend. 2015. "A Rose by Any Other Name?: The Consequences of Subtyping "African-Americans" from "Blacks"." *Journal of Experimental Social Psychology* 56:183-90. doi: <https://doi.org/10.1016/j.jesp.2014.10.004>.

Krosch, Amy R., Suzy J. Park, Jesse Walker and Ari R. Lisner. 2022. "The Threat of a Majority-Minority U.S. Alters White Americans' Perception of Race." *Journal of Experimental Social Psychology* 99:104266. doi: <https://doi.org/10.1016/j.jesp.2021.104266>.

Nuno M. C. Martins, Michael J. Carson, and the Genetics and Society Working Group. 2021. "What Can Current Genetic Testing Technologies Tell You About 'Race'?" Science for the People. November 19.

Tatum, Dale Craig. 2017. "Donald Trump and the Legacy of Bacon's Rebellion." *Journal of Black Studies* 48(7):651-74.

Garcia, Denia and Maria Abascal. 2015. "Colored Perceptions Racially Distinctive Names and Assessments of Skin Color." *American Behavioral Scientist* 60(4):420-41. [21]

Condit, Celeste M., Roxanne L. Parrott, Tina M. Harris, John Lynch and Tasha Dubriwny. 2004. "The Role of "Genetics" in Popular Understandings of Race in the United States." *Public understanding of science* 13(3):249-72. doi: [10.1177/0963662504045573](https://doi.org/10.1177/0963662504045573).

Lieberman, Leonard, Katarzyna A Kaszycka, Antonio J Martinez, Fuentes Leonid Yablonsky, Rodney C Kirk, Goran Štrkalj, Qian Wang and Li Sun. 2004. "The Race Concept in Six Regions: Variation without Consensus." *Collegium antropologicum* 28(2):907-21.

Wagner, Jennifer K., Joon-Ho Yu, Jayne O. Ifekwunigwe, Tanya M. Harrell, Michael J. Bamshad and Charmaine D. Royal. 2017. "Anthropologists' Views on Race, Ancestry, and Genetics." *American journal of physical anthropology* 162(2):318-27. doi: <https://doi.org/10.1002/ajpa.23120>.

Morning, Ann. 2008. "Reconstructing Race in Science and Society: Biology Textbooks, 1952–2002." *American Journal of Sociology* 114(S1):S106-S37. doi: [10.1086/592206](https://doi.org/10.1086/592206).

Davenport, Lauren D, Shanto Iyengar and Sean J Westwood. 2020. "Racial Identity, Group Consciousness, and Attitudes: A Framework for Assessing Multiracial Self-Classification." *American Journal of Political Science*.

Resnicow, Ken, Matthew Jaber Stiffler and Kristine J. Ajrouch. 2022. "Looking Back: The Contested Whiteness of Arab Identity." *American Journal of Public Health* 112(8):1092-96.

Maghbouleh, Neda, Ariela Schachter and René D. Flores. 2022. "Middle Eastern and North African Americans May Not Be Perceived, nor Perceive Themselves, to Be White." *Proceedings of the National Academy of Sciences* 119(7):e2117940119.

Week 4: Race, Racism and the Micro-Level (Individuals)

Enos, Ryan D. 2016. "What the Demolition of Public Housing Teaches Us About the Impact of Racial Threat on Political Behavior." *American Journal of Political Science* 60(1):123-42.

Enos, Ryan D. 2014. "Causal Effect of Intergroup Contact on Exclusionary Attitudes." *Proceedings of the National Academy of Sciences* 111(10):3699-704. doi: 10.1073/pnas.1317670111.

Kalla, Joshua and David Broockman. 2020. "Which Narrative Strategies Durably Reduce Prejudice? Evidence from Field and Survey Experiments Supporting the Efficacy of Perspective-Getting." *Preprint. Open Science Framework*. <https://doi.org/10.31219/osf.io/z2awt>.

Bourabain, Dounia and Pieter-Paul Verhaeghe. 2021. "Everyday Racism in Social Science Research: A Systematic Review and Future Directions." *Du Bois Review: Social Science Research on Race*:1-30. doi: 10.1017/S1742058X21000102.

Block, Ray, Charles Crabtree, John B. Holbein and J. Quin Monson. 2021. "Are Americans Less Likely to Reply to Emails from Black People Relative to White People?" *Proceedings of the National Academy of Sciences* 118(52):e2110347118. doi: 10.1073/pnas.2110347118.

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Week 15: Final

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