

SOCY 7012: THE SOCIAL DEMOGRAPHY OF RACE AND ETHNICITY

Instructor Information
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Course Information
Term: Spring, 2016
Time: M 4-6:30 pm
Place: EDUC 136

OVERVIEW

The purposes of this class are two-fold. The primary goal of this course is to introduce students to relevant and timely research within sociological and social demographic research on race and ethnicity. Specific areas will include the following: conceptual/measurement issues; population size, growth, and migration; health and mortality; marriage, family, and fertility; socioeconomic context; and policy considerations. The reading materials in this class are derived from published work in *Demography* and the *American Sociological Review* on the study of race and ethnicity among social demographer topics in the past five years. We will link these current empirical pieces to the seminal papers in the sociology literature from which these ideas have emerged. We will also have a particular emphasis on the methodological approach in the analyses. It my hope that this course will provide important opportunities for students' professional development as researchers. As such, a core component of the class will be the original research papers that each of you produce. These papers should be considered professional grade with an eye on future conference presentations or publication in particular scholarly journals.

READINGS

We will read an average of 5 empirical papers per week. The readings are described below and the papers will be posted to the course D2L site. I will also have an open posting section on the site that will allow each of you to share papers that you find interesting and relevant to the course.

COURSE REQUIREMENTS

1. Students are responsible for reading all of the assigned articles.
2. Class attendance is mandatory and expected of all students.
3. Participation in class discussion is expected of all students. This discussion means coming to class prepared in terms of the readings, keeping up-to-date with the progress on your paper (discussed below), and being willing to participate in the discussion of other student research papers in a constructive manner. Class participation will count as 15 percent of your final grade.
4. Each student is responsible for preparing a summary of a subset of the readings from the class and add an ending paragraph critiquing (or praising) the literature. These reports should be about a page in length. Please make enough copies of these to pass out to the entire class; these can be very valuable for the entire set of students for research papers and future reference. This component of the course will make up 10 percent of your final grade.
5. Finally, the major component of this class and of your grade will be the development of an empirical paper, which falls under the broad rubric of the "Social Demography of Race and Ethnicity." These papers will be worked on from the onset of the course; indeed, I will assign to you the task of creating a general summary of ideas in the first week and, shortly after that, you will be asked to construct a detailed outline. Writing will progress from there. Later in the

semester, you will be required to turn in a rough draft of your paper to two other class members, who will provide feedback on your paper. A final version of your paper will be due to me on, May 2nd. In your final version, please also attach the rough drafts and/or comments that you received on your work from others in the class. In the last two weeks of course, students will present their papers to the rest of the class in a style similar to a sociology conference. The paper and presentation component of the class will count as 75 percent of your grade. I consider the development of independent research (in consultation with student and faculty colleagues) to be the key component of your graduate education. Collaborative efforts on the research paper and presentation among two students is both acceptable and encouraged. The papers are due by Friday, April 29th.

READINGS. Please read all of the readings PRIOR to the lecture for that week. Yes, that means that you need to have read the two papers by Omi and Winant by week 1.

Week 1: Theoretical orientations (Jan 11th)

Omi, Michael, and Howard Winant. Racial formation rules: continuity, instability, and change. Conclusion in HoSang, LeBennett, and Pulido, *Racial Formation in the Twenty-First Century*.

Winant, H. (2000). Race and race theory. *Annual Review of Sociology*, 26 169-185.

Week 2: Race genes and social meaning (Jan 25th)

Guo, Guang, Yilan Fu, Hedwig Lee, Tianji Cai, Kathleen Mullan Harris, and Yi Li. "Genetic bio-ancestry and social construction of racial classification in social surveys in the contemporary United States." *Demography* 51, no. 1 (2014): 141-172.

Frank, Reanne. "The Molecular Reinscription of Race: A Comment on "Genetic Bio-Ancestry and Social Construction of Racial Classification in Social Surveys in the Contemporary United States"." *Demography* 51, no. 6 (2014): 2333-2336.

Guo, Guang, Yilan Fu, Hedwig Lee, Tianji Cai, Yi Li, and Kathleen Mullan Harris. "Recognizing a Small Amount of Superficial Genetic Differences Across African, European and Asian Americans Helps Understand Social Construction of Race." *Demography* 51, no. 6 (2014): 2337-2342.

Phelan, Jo C., G. Bruce. Link, and Naumi M. Feldman. 2013. "The Genomic Revolution and Beliefs about Essential Racial Differences: A Backdoor to Eugenics?." *American Sociological Review* 78, no. 2: 167-91.

Week 3: Racial diversity in the United States (Feb 1st)

Lichter, Daniel T. "Integration or fragmentation? Racial diversity and the American future." *Demography* 50, no. 2 (2013): 359-391.

Sharkey, Patrick. "Geographic Migration of Black and White Families Over Four Generations." *Demography* 52, no. 1 (2015): 209-231.

Mora, G. Cristina. "Cross-Field Effects and Ethnic Classification The Institutionalization of Hispanic Panethnicity, 1965 to 1990." *American Sociological Review* 79, no. 2 (2014): 183-210.

Saperstein, Aliya, and Aaron Gullickson. "A "Mulatto Escape Hatch" in the United States? Examining Evidence of Racial and Social Mobility During the Jim Crow Era." *Demography* 50, no. 5 (2013): 1921-1942.

Liebler, Carolyn A., and Timothy Ortyl. "More than one million new American Indians in 2000: who are they?." *Demography* 51, no. 3 (2014): 1101-1130.

Week 4: Families, attitudes, and norms (Feb 8th)

- Lareau, Annette. "Cultural Knowledge and Social Inequality." *American Sociological Review* 80, no. 1 (2015): 1-27.
- Bloome, Deirdre, and Christopher Muller. "Tenancy and African American Marriage in the Postbellum South." *Demography* (2015): 1-22.
- Bloome, Deirdre. 2014. "Racial Inequality Trends and the Intergenerational Persistence of Income and Family Structure." *American Sociological Review* 79 (6): 1196–1225.
- Barber, Jennifer S., Jennifer Eckerman Yarger, and Heather H. Gatny. "Black-White Differences in Attitudes Related to Pregnancy Among Young Women." *Demography* (2015): 1-36.

Week 5 Crime and criminal justice (Feb 15th)

- Burt, Callie Harbin, Ronald L. Simons, and Frederick X. Gibbons. "Racial Discrimination, Ethnic-Racial Socialization, and Crime A Micro-sociological Model of Risk and Resilience." *American sociological review* 77, no. 4 (2012): 648-677.
- Massoglia, Michael, Glenn Firebaugh, and Cody Warner. "Racial variation in the effect of incarceration on neighborhood attainment." *American sociological review* 78, no. 1 (2013): 142-165.
- Penner, Andrew M., and Aliya Saperstein. "Disentangling the Effects of Racial Self-identification and Classification by Others: The Case of Arrest." *Demography* (2015): 1-8.

Week 6: Immigration, assimilation, and census counts (Feb 22nd)

- Restifo, Salvatore J., Vincent J. Roscigno, and Zhenchao Qian. "Segmented Assimilation, Split Labor Markets, and Racial/Ethnic Inequality The Case of Early-Twentieth-Century New York." *American Sociological Review* 78, no. 5 (2013): 897-924.
- Kaneshiro, Matheu. "Missing Minorities? The Phases of IRCA Legislation and Relative Net Undercounts of the 1990 vis-à-vis 2000 Decennial Census for Foreign-born Cohorts." *Demography* 50, no. 5 (2013): 1897-1919.
- Amuedo-Dorantes, Catalina, and Susan Pozo. "On the Intended and Unintended Consequences of Enhanced US Border and Interior Immigration Enforcement: Evidence From Mexican Deportees." *Demography* 51, no. 6 (2014): 2255-2279.
- Park, Julie, Stephanie J. Nawyn, and Megan J. Benetsky. "Feminized Intergenerational Mobility Without Assimilation? Post-1965 US Immigrants and the Gender Revolution." *Demography* (2015): 1-26.
- Conger, Dylan. "Foreign-born Peers and Academic Performance." *Demography* 52, no. 2 (2015): 569-592.
- Abascal, Maria. "Us and Them Black-White Relations in the Wake of Hispanic Population Growth." *American Sociological Review* 80, no. 4 (2015): 789-813.

Week 7: Neighborhoods Part 1 (Feb 29th)

- Hwang, Jackelyn, and Robert J. Sampson. "Divergent pathways of gentrification racial inequality and the social order of renewal in Chicago neighborhoods." *American Sociological Review* 79, no. 4 (2014): 726-751.
- Massey, Douglas S., and Jonathan Tannen. "A Research Note on Trends in Black Hypersegregation." *Demography* (2015): 1-10.
- Lichter, Daniel T., Domenico Parisi, and Michael C. Taquino. "Toward a new macro-segregation? Decomposing segregation within and between metropolitan cities and suburbs." *American Sociological Review* 80, no. 4 (2015): 843-873.
- Quillian, Lincoln. "Segregation and poverty concentration the role of three segregations." *American Sociological Review* 77, no. 3 (2012): 354-379.

- Grigoryeva, Angelina, and Martin Ruef. "The Historical Demography of Racial Segregation." *American Sociological Review* 80, no. 4 (2015): 814-842.
- South, Scott J., Kyle Crowder, and Jeremy Pais. "Metropolitan structure and neighborhood attainment: Exploring intermetropolitan variation in racial residential segregation." *Demography* 48, no. 4 (2011): 1263-1292.
- Iceland, John, Gregory Sharp, and Jeffrey M. Timberlake. "Sun belt rising: Regional population change and the decline in Black residential segregation, 1970–2009." *Demography* 50, no. 1 (2013): 97-123.

Week 8: Neighborhoods Part 2 (March 7th)

- Hipp, John R. "Segregation through the lens of housing unit transition: what roles do the prior residents, the local micro-neighborhood, and the broader neighborhood play?." *Demography* 49, no. 4 (2012): 1285-1306.
- Swaroop, Sapna, and Maria Krysan. "The determinants of neighborhood satisfaction: Racial proxy revisited." *Demography* 48, no. 3 (2011): 1203-1229.
- Crowder, Kyle, Matthew Hall, and Stewart E. Tolnay. "Neighborhood immigration and native out-migration." *American Sociological Review* 76, no. 1 (2011): 25-47.
- Hall, Matthew, Kyle Crowder, and Amy Spring. "Neighborhood Foreclosures, Racial/Ethnic Transitions, and Residential Segregation." *American Sociological Review* (2015): 0003122415581334.
- Desmond, Matthew, and Tracey Shollenberger. "Forced Displacement From Rental Housing: Prevalence and Neighborhood Consequences." *Demography* (2015): 1-22.
- Friedman, Samantha, Hui-shien Tsao, and Cheng Chen. "Housing tenure and residential segregation in metropolitan America." *Demography* 50, no. 4 (2013): 1477-1498.
- Wright, Richard, Steven Holloway, and Mark Ellis. "Gender and the neighborhood location of mixed-race couples." *Demography* 50, no. 2 (2013): 393-420.

Week 9: Work, income, and wealth (March 14th)

- del Río, Coral, and Olga Alonso-Villar. "The Evolution of Occupational Segregation in the United States, 1940–2010: Gains and Losses of Gender–Race/Ethnicity Groups." *Demography* (2015): 1-22.
- Elo, Irma T., Elizabeth Frankenberg, Romeo Gansey, and Duncan Thomas. "Africans in the American Labor Market." *Demography* (2015): 1-30.
- Killewald, Alexandra. "Return to being black, living in the red: A race gap in wealth that goes beyond social origins." *Demography* 50, no. 4 (2013): 1177-1195.
- Hamilton, Tod G. "Selection, language heritage, and the earnings trajectories of black immigrants in the United States." *Demography* 51, no. 3 (2014): 975-1002.
- McKernan, Signe-Mary, Caroline Ratcliffe, Margaret Simms, and Sisi Zhang. "Do racial disparities in private transfers help explain the racial wealth gap? New evidence from longitudinal data." *Demography* 51, no. 3 (2014): 949-974.

Week 10: Educational settings and educational attainment (March 28th)

- McDaniel, Anne, Thomas A. DiPrete, Claudia Buchmann, and Uri Shwed. "The black gender gap in educational attainment: Historical trends and racial comparisons." *Demography* 48, no. 3 (2011): 889-914.
- Fiel, Jeremy E. "Decomposing School Resegregation Social Closure, Racial Imbalance, and Racial Isolation." *American Sociological Review* 78, no. 5 (2013): 828-848.
- Rauscher, Emily. "Effects of Early US Compulsory Schooling Laws on Educational Assortative Mating: The Importance of Context." *Demography* 52, no. 4 (2015): 1219-1242.

Marteleteo, Leticia J. "Educational inequality by race in Brazil, 1982–2007: Structural changes and shifts in racial classification." *Demography* 49, no. 1 (2012): 337-358.

Week 11: Mortality (April 4th)

Ho, Jessica Y., and Irma T. Elo. "The contribution of smoking to black-white differences in US mortality." *Demography* 50, no. 2 (2013): 545-568.

Geruso, Michael. "Black-White Disparities in Life Expectancy: How Much Can the Standard SES Variables Explain?." *Demography* 49, no. 2 (2012): 553-574.

Firebaugh, Glenn, Francesco Acciai, Aggie J. Noah, Christopher Prather, and Claudia Nau. "Why lifespans are more variable among blacks than among whites in the United States." *Demography* 51, no. 6 (2014): 2025-2045.

Masters, Ryan K., Robert A. Hummer, Daniel A. Powers, Audrey Beck, Shih-Fan Lin, and Brian Karl Finch. "Long-term trends in adult mortality for US blacks and whites: An examination of period-and cohort-based changes." *Demography* 51, no. 6 (2014): 2047-2073.

Week 12: Health (April 11th)

Frisvold, David, and Ezra Golberstein. "The effect of school quality on black-white health differences: Evidence from segregated southern schools." *Demography* 50, no. 6 (2013): 1989-2012.

Frank, Reanne, and Ilana Redstone Akresh. "Social patterning in body mass index (BMI) among contemporary immigrant groups: the emergence of a gradient." *Demography* 50, no. 3 (2013): 993-1012.

Bratter, Jenifer L., and Bridget K. Gorman. "Does multiracial matter? A study of racial disparities in self-rated health." *Demography* 48, no. 1 (2011): 127-152.

Johnston, David W., and Wang-Sheng Lee. "Explaining the female black-white obesity gap: a decomposition analysis of proximal causes." *Demography* 48, no. 4 (2011): 1429-1450.

Pais, Jeremy. "Cumulative Structural Disadvantage and Racial Health Disparities: The Pathways of Childhood Socioeconomic Influence." *Demography* 51, no. 5 (2014): 1729-1753.

Week 13: Epidemiologic paradox (April 18th)

Powers, Daniel A. "Paradox revisited: a further investigation of racial/ethnic differences in infant mortality by maternal age." *Demography* 50, no. 2 (2013): 495-520.

Lariscy, Joseph T., Robert A. Hummer, and Mark D. Hayward. "Hispanic older adult mortality in the United States: new estimates and an assessment of factors shaping the Hispanic paradox." *Demography* 52, no. 1 (2015): 1-14.

Baker, Elizabeth H., Michael S. Rendall, and Margaret M. Weden. "Epidemiological Paradox or Immigrant Vulnerability? Obesity Among Young Children of Immigrants." *Demography* 52, no. 4 (2015): 1295-1320.

Riosmena, Fernando, Rebeca Wong, and Alberto Palloni. "Migration selection, protection, and acculturation in health: a binational perspective on older adults." *Demography* 50, no. 3 (2013): 1039-1064.

Week 14: Presentations (April 25th)

Accommodations: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor. Religious participation: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See [campus policy regarding religious observances](#) for full details.

Behavioral expectations: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the [policies on classroom behavior](#) and [the student code](#).

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