

**Teresa Lozano Long Institute of Latin American
Studies
(LLILAS)
African and African Diaspora Studies Department
(AADS)**

Fall 2017

Measuring Racial Inequality

**Tuesday / Thursday, 11 a.m.- 12:30 p.m.
LAS 322
AFR 372F**

Classroom: BIO 301

**Instructor
Prof. Marcelo Paixão
marcelopaixao@utexas.edu
Office: GWB 3.142
Office Hours: Wednesday, 2 - 3 p.m.**

A. Course concerns and main objectives

“Measuring Racial Inequality” is an introductory course for the analysis of racial inequality through social statistics. The main objectives are: i) to understand the complexity of racial or ethnic variables used in demographic databases, like Census, household surveys, etc.; ii) to reflect about the concept of racial inequality hinged to its parallel conceptual dimensions: race, discrimination and theory of racial discrimination; iii) to study some statistical methods for the analysis of racial and ethnic inequality.

Coherently to these objectives, the course is split into two parts.

In the first one, the students will be in touch with selected problems related to how social scientists may understand demographic statistics disaggregated by race and ethnicity. This section is important so that the students can avoid an essentialist understanding on this matter. Or, in other words, we believe that it is necessary that the students can reflect on issues related to the complexity of the variables race and ethnicity for social statistics.

In the second part of the course, the students will be introduced to some of the most well known quantitative methods of analysis of social and racial inequality in the social sciences. The course will focus on statistical concept

and reasoning/interpretation rather than mathematics. Explanation will be based on simple example using Excel.

Each week the Instructor will give extra class exercises comprehending: i) researches on national statistical bureaus; ii) analysis of pre-tabulated demographic information; and iii) mechanisms for accessing data and micro data sets of social researches.

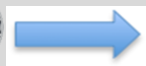
The Instructor is expecting that the students attending the course have different academic and personal background. As it is an introductory course, the objective is that even students with a basic level of knowledge of mathematics and statistics can attend class. Anyway, the Instructor is expecting that every student already has some previous understanding of elementary concepts as well as openness to study this kind of subject.

Finally, it is important to note that the course “Measuring Racial Inequality” is part of the process of setting out the Laboratory for the Study of Ethnic and Racial Equity (LAESER), placed at The University of Texas, Austin (LAESER’s office is located in SRH, Office 3105) and coordinated by Prof. Marcelo Paixão. As such, one of the objectives of the course is to raise interest of UT undergraduate students for the subject. Depending on mutual interest, capacity and resources, the possibility to join LAESER is welcomed.

B. What are the rules of the course?

The Instructor is committed to create a class environment framed on the student participation, critical thinking, respect and mutual understanding. As well, the Instructor will attempt to guarantee a respectful and cheerful space of work and discussion. As such, it is expected that the students - and the Instructor as well - attend the classes with a high spirit of tolerance, understanding and openness to hear divergent opinions in the debate.

Based on these principles, the Instructor encourages all the students to participate in the debate exposing honestly their ideas and doubts, asking questions, and express their opinions regarding each debated issue. Actually, participation and questioning will be positively evaluated.



Rules of delays and attendance



At the beginning of each class the Instructor will open a sign-in sheet to be signed by each student. This list will be available for the next 15 minutes. If a student needs to leave class early, the Instructor must be informed at the beginning of class. If not, the student's presence will be nullified.

The limit number of unexcused absences is three (3) classes. If the student has between 4 and 10 absences, his/her grade will have a penalty of 5 points/per absence (see grading method at section E).

Pay attention: the student with more than 10 unexcused absence (1/3 of the total classes) will be failed.

The exam and the "*reading presentation*" are mandatories. Absence must be justified a week in advance, followed by medical or legal documentation. Only in this case the Instructor will indicate an alternative day for replacing the missed exam.

If a student has any restriction to attend class, deliver the exercises or make an exam by the appropriate deadline due to religious, civil, or political reasons; please inform the Instructor at least fourteen days prior to the expected absence.

The Instructor will not accept any kind of derogatory or inappropriate behavior directed to classmates. As well, all forms of discrimination based on gender, sexual orientation, ethnic, color, race, nationality or any other kind of intolerance and mistreatment are strictly forbidden.

The students are authorized to bring their laptops, tablets or scientific calculator for taking notes of classes or to use them for making calculus or accessing the Internet to visit some webpages related to the course content.

However, it is strictly forbidden the use of electronic devices that can produce noises, divert attention or disturb in anyway the lectures. In the same way, it is not allowed to use the authorized electronic devices to surf the web or for any other purpose not strictly related to the class learning and duties. In the case of unauthorized use of an electronic device, the student will be invited to leave the classroom and his/her attendance will be considered as unexcused absence.

The Instructor also asks the students to avoid napping or dozing off during the classes.

According to UT Austin rules on academic honesty, we will not accept any kind of fraud, cheating or plagiarism. If we identify any kind of academic dishonesty, the student will be awarded a failing grade. Please, pay attention to this rule.

Students with disabilities must request by the second week of class appropriate academic accommodations to the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice), 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>.

Except previously and expressed allowed by the Instructor, no one else but the Instructor, the TA and the enrolled students in the course "Measuring Racial Inequality" is authorized to stay in the classroom during the seminar. In the case of any unauthorized presence, this person will be invited to leave the classroom. If he/she does not comply with this determination, the class will be automatically suspended and the UT Police Department will be notified of this incident.

C. Canvas and how to contact the Instructor

Instructor's Office hours are on Wednesdays, from 2 to 3 p.m. in GWB 3.142. In the case of any unexpected problem that could preclude the Instructor to be present, the students will be previously informed through Canvas.

The Instructor and the TA will use Canvas as communication channel, to upload articles, quizzes and exercises and to release assignments, grades, and other sort of information.

The Instructor may be contacted through Canvas. But, to receive a faster answer, please send a message to the Instructor's e-mail marcelopaixao@utexas.edu.

D. Building and Classroom Evacuation

All occupants of buildings on The University of Texas campus are required to evacuate the building when a fire alarm and / or an official announcement is made indicating a potentially dangerous situation within the building.

Building Evacuation

- Evacuate the facility upon hearing the alarm or by an official announcement and follow the [Building Emergency Plan](#);
- Close office doors, turn off lights and computers;
- Use designated corridors and fire exit stairs that lead to ground level;
- Leave the building in an orderly manner;
- Do not use elevators;
- Assemble in designated areas per the Building Emergency Plan.
- Follow instructions of fire and other first responders;
- Upon reaching the ground level, stay at least 300 feet (1 block) from the building;
- Report to emergency responders any individuals left in the building;
- Do not re-enter the building until an "All Clear" is given by emergency officials.

Classroom Evacuation

The Instructor is the senior representative of the university and is responsible to implement university policy and directives.

- Every member of the university community shall be familiar with the Emergency Policy and Procedures and understand his or her role in these emergency situations;
- The Instructor is responsible for the orientation of emergency procedures and evacuation routes to the students at the beginning of each semester. This includes pointing out specific classroom's building emergency evacuation routes and exit doors. Remember that the nearest exit routes may not be the same as the way you typically enter buildings;
- If a Lockdown is announced, implement lockdown procedures;
- Students requiring assistance in evacuation shall inform the Instructor in writing during the first week of class. Then the Instructor will provide this information to the Fire Prevention Services by fax (512-232-2759);

E. Grading

E.1. Numeric grading

A	= 94-100
A-	= 90-93
B+	= 87-89
B	= 84-86
B-	= 80-83
C+	= 77-79
C	= 74-76
C-	= 70-73
D+	= 67-69
D	= 64-66
D-	= 60-63
F	= 00-60

E.2. Weights

First exam: 30%
 Second exam: 30%
 Research Paper: 20%
 Weekly summaries: 10%
 Presentation: 10%

F. Class method, dynamic and assignments

Every class will last 1:15 hour.

The average reading will be of about 40 pages per week.

Every week students must read the main article and accomplish a complementary homework. It may be to watch a video, to make online researches or to make statistical exercises.

In the case of the complementary homework being reading an article or watching videos, the students will make a summary of the articles or videos. The summary must describe the central ideas and concepts of the articles/videos and must be of about 20-25 lines.

If the complementary homework is based on statistical exercises, the students need to answer the questions contained in the exercise. The students need to show that they have tried to complete the task rather than give the right answer.

Finally, when the assignment is to make an online research, the students will receive a screenplay of topics to be researched.

In order to help the students to have a first contact (or remember about old studies...) with some mathematical or statistical expression, the Instructor will provide a guide sheet containing their meanings by the end of the first part of the course.

All complementary homework must be uploaded on the course Canvas by 11:00 a.m. every Thursday – between January 24th and April 27th. The complementary homework will be graded and will be taken into account in the final grade of each student at the end of the course (see section E.2 above).

In the second week of class, the students will be divided into groups of two. These groups will have two tasks.

The first one will be to prepare a presentation to be shared with the classmates, commenting the weekly topic. Those presentations will be held on Thursdays in the last 30 minutes of class. Each group will do 1 presentation during the semester.

The second group task is to prepare a final work using social statistics disaggregated by race or ethnicity (it can also include other decompositions like gender, age, so on). Each group will choose a topic for the final work and will develop the research together. After this, each student will present his/her Research Paper individually. The Instructor and the TA will help each group to precise their questions and to refine their analysis.

Each group needs to define the Research Paper subject by February 7th. The Research Paper is due on April 11th.

Course schedule

First class. Professor, course and students introduction (January, 17th)

Bibliography

Syllabus of the course

Part 1. Measuring race and ethnicity

1st Week – Defining race (January 19th)

Bibliography

Blank, R; Dabady, M; Citro, F. – **Measuring racial discrimination**. National Research Council (this PDF is available from the at: <http://www.nap.edu/catalog/10887.html>), 2004. Part I, Chapter 1 (Defining race, pp. 25-38)

Complementary homework

Watch the video: Racial inequality: a country divided

https://www.youtube.com/watch?v=VTCu_mVxv9Q

Watch the video: How disadvantaged neighborhoods amplify racial inequality

<https://www.youtube.com/watch?v=IYSc70NotfQ>

2nd Week - Theories of racial discrimination (January 24th / 26th)

Bibliography

Blank, R; Dabady, M; Citro, F. – **Measuring racial discrimination**. National Research Council (this PDF is available from the at: <http://www.nap.edu/catalog/10887.html>), 2004. Part I, Chapters 2 (Defining discrimination, pp. 39-55) and 3 (Theories of discrimination, pp. 55-70)

Complementary homework

Watch the video: The changing state of US ethnicity

<https://www.youtube.com/watch?v=QOeuMymlezzg>

Watch the video: What are you? The debate of racial categories in the US Census Promo

<https://www.youtube.com/watch?v=ipGBO08RVk4>

3rd Week – The ethnic and race variable inside the Census (January 31st / February 2nd)

Bibliography

Loveman, M. – **National colors: racial classification and the State in Latin America**. Oxford University Press, 2014. Chapter 1 (Introduction, pp. 3-42)

Complementary homework

List of exercises on basic statistics to be updated (you do not need submit a summary this week).

4th Week – Racial and ethnic system of statistical classification in Brazil
(February 7th / 9th)

Bibliography

Silva; G; Paixão, M – Mixed and unequal: new perspectives on Brazilian ethnoracial relations. In Telles and PERLA –**Pigmentocracy: ethnicity, race, and color in Latin America**. The University of North Carolina Press. Chapter, pp. 517-217

Complementary homework

Watch the video: Black in Latin America E02, Brazil: A Racial Paradise

<https://www.youtube.com/watch?v=Gh7c46U5hhY> (53 min.)

5th Week – General description of race inequality in the USA and Brazil:
(February 14th / 16th)

Bibliography

Reid Andrews, G. – Racial inequality in Brazil and the United States, 1990-2010. **Journal of Social History (2014)**, pp. 1-26

Skidmore, T. – Bi-racial USA vs. multi-racial Brazil: is the contrast still valid? **Journal of Latin American Studies**, vol. 25, n. 2 (May, 1993), pp. 373-386

Complementary homework

How and where one researcher may collect statistical information disaggregated by race in the USA (the details of this homework will be delivered later on)

6th Week – Measuring racial relation patterns, discriminatory behavior and profiling (February 21st / 23rd)

Bibliography

Blank, R; Dabady, M; Citro, F. – **Measuring racial discrimination**. National Research Council (this PDF is available from the at: <http://www.nap.edu/catalog/10887.html>), 2004. Part II, Chapters 8 (Attitudinal and behavioral indicators of discrimination, pp. 162-181) and 9 (An Illustration of methodological complexity: racial profiling, pp. 186-202)

Complementary homework

How and where one researcher may collect statistical information disaggregated by race in the Brazil (the details of this homework will be delivered later on)

7th Week - Racial inequality: beyond the naturalist interpretation
(February 28th / March 2nd)

Bibliography

Zuberi, T. – **Thicker than blood: how racial statistical lies?** University of Minnesota Press, 2001. Chapters 3 (Eugenics and the birth of racial statistics, pp. 33-57); and 4 (Eugenics and racial demography, pp. 58-79)

Complementary homework


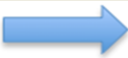


Race and ethnic classificatory terminologies in Census of Latin American countries (the details of this homework will be delivered later on)

8th Week – United Nation methods of collecting demographic statistics
(March 7th)

United Nations – **Handbook on Social Indicators**. Studies in Methods, Serie F, n. 49. Chapter 2 (Methods of compilation, pp. 18-46)

No complementary homework

8th Week – First Exam (March 9th)

		FIRST EXAM		
The First Exam of the course will be held at				
March 9th				

Part 2. Measuring socio-racial inequality and discrimination: methods and applications

9th Week – Gini Index and Lorenz Curve (March 21st / 23rd) –

Bibliography

World Bank – **Taking on inequality: Poverty and shared prosperity**. Chapter 4 (Inequality), pp. 69-100. Available at <https://openknowledge.worldbank.org/bitstream/handle/10986/25078/9781464809583.pdf>

Complementary homework

List of exercises to be uploaded

10th Week – Theil (T and L) Index (March 28th / 30th) –

Bibliography

Hero, R.; Levy, M. – The racial structure of the economic inequality in the United States: Understanding continuity and change in the era of “*great divergence*”. **Social Science Quarterly**, vol. 97, n. 3, Sep., 2016, pp. 491-505

Complementary homework

List of exercises to be uploaded



11th Week – Theil (T and L) Index (April 4th / 6th)

Bibliography



Sinha, A.; Rastogi, S. – Inequality in access to improved water source: A regional analysis by Theil Index. **Theoretical Economics Letters**, 5, pp. 683-690

Complementary homework

List of exercises to be uploaded

RESEARCH PAPER

The RESEARCH PAPER of the course must be delivered at

April 11th

12th Week – Segregation Measure, Part I Dissimilarity Index (April 11th / 13th)

Bibliography

Duncan, O; Duncan, B. - A methodological analysis of segregation indexes. **American Sociological Review**, Vol. 20, No. 2 (Apr., 1955), pp. 210-217

Weinberg, Iceland, Steinmetz – **Measurement of segregation by US Bureau of the Census in racial and ethnic residential segregation in the United States: 1980-2000**. 9 p. Available at:
https://www.census.gov/hhes/www/housing/housing_patterns/pdf/massey.pdf

Complementary homework

List of exercises to be uploaded

13th Week – Segregation Measure, Part II Isolation Index (April 18th / 20th)

Bibliography

Liebertson's Isolation Index: A case study evaluation. **Area**, vol., 12, n., 4, 1980, pp. 307-312

Telles, E. – **Race in another America: the significance of skin-color in Brazil**. Princeton: Princeton University Press, 2004. Chapter 8 (Residential segregation, pp. 194-215)

Complementary homework

List of exercises to be uploaded

14th Week – Oaxaca-Blinder's method of decomposition of (general introduction) (April 25th / 27th) –

Bibliography

Blinder, A. – Wage discrimination: reduced form and structural estimates. **The Journal of Human Resources**, vol. 8, n. 4 (Autumn, 1973), pp. 436-455.



Oaxaca, R. – Male-female wage differentials in urban labor market. **International Economic Review**, vol. 14, n. 3 (Oct, 1973), pp. 693-709

Complementary homework

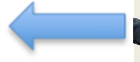

List of exercises to be uploaded

15th Week – (May 2nd) – **General revision of the second Part of the course**

15th Week – (May 4th) – **Second Exam**

SECOND EXAM

The Second Exam of the course will be held at

May 4th

B. Who is Prof. Marcelo Paixão?

Marcelo Paixão is Associate Professor of The University of Texas at Austin. He is linked to African and African Diaspora Studies Department (AADS) and to Teresa Lozano Long Institute of Latin American Studies (LLILAS).



Prof. Marcelo is Brazilian. He is an economist and has a PhD in Sociology (IUPERJ, Brazil). Before coming to Austin he worked as Professor at Federal University of Rio de Janeiro (UFRJ) for almost 20 years, same place where he majored.

Between 2012-2013 he was Visiting Professor at the Princeton University where he was member of the Project Ethnicity and Race in Latin America (PERLA).

His expertise is about ethnic and racial relations and inequalities in Brazil and Latin America. In Austin his field of research is about this last issue and its relation to socio-economic development models, public policies and affirmative action.