

RACE AND THE U.S. ECONOMY
ECONOMICS 116

SPRING 2007

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Goals and Expectations

In this course, we will apply the analytical tools of economics and other social science disciplines to examine how and why race and ethnicity correlate with economic status. The readings focus on African Americans, reflecting the much larger body of economic research on this group relative to other minorities, but we will also study the experiences of Latinos, Asian Americans, Pacific Islanders and American Indian/Native Americans.¹

I have three major goals for the course.

Develop and sharpen economic reasoning skills. Many introductory economics courses purport to train the student “how to think like an economist.” My goal is less to train you to think like an economist (indoctrination) and more to help you understand how economists think (training for battle). Economists and economic analysis have a major influence on social policy and it is important, regardless of your career choice, to understand the assumptions that underlie economic arguments and to be able to evaluate economic evidence with some independence of thought. At the end of this semester, you should be better able to 1) Distinguish between simplifying assumptions and those that are essential to an economic model. 2) Compare the assumptions and predictions of competing economic theories; 3) Use economic theory to formulate a hypothesis to explain differences in economic outcomes; 4) Critique a statistical analysis of racial disparities in economic outcomes.

Introduce the “Other” into economics. In the majority of principle texts, consumers and firms are free of gender, race, ethnicity or family history. Specific references to the distinct economic experiences of minority groups are largely missing.² This course will

¹ I hope the paucity of research on some of these groups will inspire more than one of you to pursue graduate study in economics or a related discipline.

² The absence of content on women and minorities in introductory textbooks has been documented in Susan F. Feiner and Barbara A. Morgan, “Women and Minorities in Introductory Economics Textbooks: 1974 to 1984,” *The Journal of Economic Education*,

develop your knowledge of the research in economics on the economic status of African Americans and the growing literature on Latinos, Asian Americans and other groups. At the end of the semester, you should be better able to 1) Locate data on the socioeconomic status of demographic subgroups of the US population; 2) Describe the major historical trends in the economic status of African Americans in the US since Reconstruction; 3) Interpret summary measures of segregation and racial and ethnic disparity; 4) Summarize the economics literature concerning the role of discrimination vs. other factors in explaining racial and ethnic differences in socioeconomic status; 5) Assess the impact of public policies designed to reduce racial inequality in economic status.

Model a rational discourse about race, ethnicity and economic disparity. This course emphasizes evidence-based analyses of race and ethnicity. We will make distinctions between speculative hypotheses and conclusions based on a careful analysis of quantitative and qualitative data. At the end of the semester, you should be better able to 1) Avoid assessments based on stereotypes; 2) Support a position with references to empirical evidence; 3) Express disagreement by challenging the logical consistency or the evidentiary basis of an opponent's statement.

Course Web Page: <http://www.economics.pomona.edu/cconrad/Econ116.html>

Required Textbooks: Conrad, Cecilia, John Whitehead, Patrick Mason and James Stewart, *African Americans in the US Economy*, Rowman and Littlefield, 2005. (In Huntley)

Blank, Rebecca, Marilyn Dabady and Constance F. Citro, editors. *Measuring Racial Discrimination*. The National Academies Press, 2004. Book available as electronic book: <http://www.nap.edu/books/0309091268/html/>. We are not reading all chapters. If you don't like reading on-line, you can purchase individual chapters or the entire book electronically through the National Academies Press.

Ong, Paul and Anastasia Loukaitou-Sideris, *Jobs and Economic Development in Minority Communities*. Temple University Press, 2006. (In Huntley)

Nembhard, Jessica Gordon and Ngina Chiteji, editors. *Wealth Accumulation & Communities of Color in the United States: Current Issues*, University of Michigan Press, 2006. (New Book that I have not ordered through Huntley as yet.)

Vol. 18, No. 4 (Autumn, 1987): p 376-392; and Susan F. Feiner, "Introductory Economics Textbooks and the Treatment of Issues Relating to Women and Minorities, 1984 and 1991," *The Journal of Economic Education*, Vol. 24, #2 (Spring 1993): p145-162. Denise Robson reports an increase in coverage in "Women and Minorities in Economics Textbooks: Are They Being Adequately Represented?" *Journal of Economic Education*, V. 32, #2 (Spring 2001): 186-191.

Exams: Exams are scheduled for March 5th and April 27th. If there are conflicts with those dates, please notify me by the third day of class. Otherwise, I expect you to take the exam at the scheduled date and time.

Assignments: Due dates are listed on the syllabus. Extensions will not be granted. All papers (Assignments two, four, and five) may be revised and resubmitted within one week of the date they are returned to you. I prefer electronic submission of assignments. Use your Drop Box folder on Sakai. Be sure to include your name in the name of document.

Class Participation: Class discussion is an important component of this course. I expect you to read assigned materials before class unless otherwise instructed. As many of the topics discussed in this class can be emotionally charged, I request that students follow the guidelines below.

1. A discussion should be an exchange of ideas, one in which each party tries to, with persuasive argument, concrete examples and specific evidence, make others understand why they hold a certain point of view.
2. A discussion is not just one person talking. A discussion involves the voices of two or more people, and also involves listening to what others have to say.
3. A discussion is not an exchange between a single student and the faculty member. Students should speak directly to each other.
4. Recognize limitations of personal experience or anecdotes as evidence. Avoid sweeping generalizations.
5. Avoid outright judgments, accusatory language, and dismissal of others opinions.
6. Be able to divorce yourself from your opinions so you can try to understand a point of view other than your own. I may ask you to do this in a class discussion.
7. The class must be a safe place for someone to ‘test’ a hypothesis without being labeled or condemned. If you don’t agree with a hypothesis, challenge the underlying analysis, ask for supporting evidence, but do not engage in a personal attack. I may ask both parties to a disagreement to bring additional research to a subsequent class.
8. Do not expect an individual student to represent the views of an entire racial or ethnic group.
9. When necessary, make amends and find alternative ways to connect and continue discussion.

Readings and Assignments

I. OVERVIEW

A. Statistical Portrait of Racial Inequality in Economic Status January 17-19th.

Blank et al, Chapters 2 & 3

McElroy, Susan Williams, "Race and Gender Differences in the U.S.

Labor Market: The Impact of Educational Attainment," in Conrad et al.

Conrad, Cecilia. "Changes in the Labor Market Status of Black Women: 1960-2000," in Conrad et al.

Shapiro, Thomas and Jessica Denty, "The Racial Wealth Gap" in Conrad et al.

Wheary, Jennifer. African Americans, Latinos and Economic Opportunity in the 21st Century. New York: Demos, 2006.

http://www.demos.org/pubs/african_americans_and_latinos_ebook.pdf

ASSIGNMENT ONE, Due January 22nd. Identify one indicator of economic well-being. Prepare 1-2 charts to illustrate (i) the trend in the indicator over time; and (ii) a comparison across racial/ethnic groups. Your chart could update information reported in one of the assigned readings or you might look at the same years but focus on a particular state, region or locality. You should include the most recent available data. Your graphs should have a heading that describes the graph's main message. The graph(s) should be accompanied by one-paragraph of text or a series of bullet points that discuss limitations and caveats in interpreting the data.

Possible sources of data:

US Census Bureau,

<http://www.census.gov/pubinfo/www/NEWafamML1.html>

Joint Center for Political and Economic Studies,

<http://www.jointcenter.org/DB/index.htm>

Bureau of Labor Statistics, <http://www.bls.gov>

National Center for Education Statistics, <http://www.nces.ed.gov>

National Science Foundation, Science and Engineering Statistics,
<http://www.nsf.gov/statistics/>

Federal Reserve Board Survey of Consumer Finances,

<http://www.federalreserve.gov/pubs/oss/oss2/scfindex.html>

Equal Employment Opportunity Commission,

<http://www.eeoc.gov/stats/employment.html>

B. Historical Perspectives - The Post Reconstruction South and The Great Migration

January 22, 2007

Fusfeld, Daniel and Timothy Bates, "The Black Sharecropping System and Its Decline," in Conrad et al;

Tolnay, Stewart, "The African American 'Great Migration' and Beyond," *Annual Review of Sociology*, v29 (2003), 209-32.

Vigdor, Jacob, "The Pursuit of Opportunity: Explaining Selective Black Migration," *Journal of Urban Economics*, v51 (2002), 391-417.

King, Mary, " 'Keeping People in Their Place:' The Economics of Racial Violence," in Conrad et al.

C. Historical Perspectives – Emergence of Black Industrial Working Class and the Second Great Migration

January 24, 2007

Harris, William, "An Uncertain Tradition: Blacks and Unions, 1865-1925" in Conrad et al.

Foner, Philip S., "The Rise of the Black Industrial Working Class, 1915-1918," in Conrad et al.
 Timothy and Daniel Fusfeld, "The Crowding Hypothesis," in Conrad et al.
 Whatley, Warren, "Making the Effort: The Contours of Racial Discrimination in Detroit's Labor Markets, 1920-1940," *Journal of Economic History*, V.55, #3, 465-493.
 Weaver, Robert C., "The Employment of the Negro in War Industries," *The Journal of Negro Education*, V. 12, #3 (Summer 1943): 386-396.
 Sundstrom, William, "The Color Line: Racial Norms and Discrimination in Urban Labor Markets," *The Journal of Economic History*, V. 54, #2 (June 1994), 382-396.

NO CLASS JANUARY 26th

D. Historical Perspectives - Chinese Americans

January 29, 2007

Brown, Martin and Peter Philips, "Competition, Hiring Practices and Racism Among California Manufacturers 1860-1862," *Industrial and Labor Relations Review*, V. 40, #1 (1986): 61-74.
 Chew, Kenneth and John M. Liu, "Hidden in Plain Sight: Global Labor Exchange in the Chinese American Population, 1880-1940," *Population and Development Review*, v30 #1 (March 2004), 57-78.

E. Historical Perspectives – Mexican Americans

January 31, 2007

Skop, Emily, Brian Gratton and Myron P. Guttman, "La Frontera and Beyond: Geography and Demography in Mexican American History," *The Professional Geographer*, V. 58#1 (2006), 78-98.
 Feliciano, Zadia. "The Skill and Economic Performance of Mexican Immigrants from 1910 to 1990," *Explorations in Economic History* 28 (2001), 385-409.

ASSIGNMENT TWO – Analytical Paper (5 -10 pages) - Due February 7, 2007
 Option One - Reread the article by Fusfeld and Bates. In addition, read Neil Foley, "Mexicans, Mechanization and the Growth of Corporate Cotton Culture in South Texas: The Taft Ranch, 1900-1930," *Journal of Southern History*, V. 62 #2 (May 1996): 275-302. Why a system of wage labor rather than sharecropping was adopted in Texas? What were the advantages and disadvantages of one system vs. the other for landowners? What were the consequences for African American sharecroppers, for small white farmers, for Mexican American immigration?

Option Two –The course readings document the exclusion of black, Chinese, and other nonwhite workers from the American labor movement. One exception appears to have been the Western mining industry. Read Phil Mellinger, "'The Men Have Become Organizers': Labor Conflict and Unionization in the Mexican Mining Communities of Arizona, 1900-1915" *The Western Historical Quarterly*,

Vol. 23, #3 (August 1992): 323-347. (Or see the movie *Salt of Earth*.) Given this history, do you see any patterns or trends that help to identify when minority workers will be incorporated into a labor organization and when they will be excluded and of when the groups will form their own organizations? Use economic analysis to think through the impact of exclusion of racial and ethnic minorities on (1) profits; (2) incomes of white workers; and (3) the incomes of the minority groups.

Option Three – Economists tend to rely primarily on quantitative data to describe economic realities. However, in some cases, there is very little quantitative data available, but there may be a wealth of other type of data that can be used to explore the economic status of specific groups, i.e. first-person narratives, newspaper articles, pamphlets and photographs. For example, the economic activities of women may not be reported in official government statistics because of their absence from paid industrial employment. Choose a time period between 1890 and 1948. Compare the economic activities of white and either black, Latino, or Asian American women using non-quantitative data. Discuss the possible biases and shortcomings in this type of evidence. Supplement this qualitative data with quantitative data as available. Possible sources include: Library of Congress, American Memory includes *The Chinese in California, 1850-1925* <http://memory.loc.gov/ammem/award99/cubhtml/cichome.html> and *African American History*

<http://memory.loc.gov/ammem/browse/ListSome.php?category=African%20American%20History>

Worklore: Brooklyn Workers Speak, a joint research/exhibition project of The Brooklyn Historical Society and the Brooklyn Public Library, explores the work lives of Brooklynites. <http://www.worklore.net/intro.html>

New York Public Library. NYPL Digital is your gateway to The Library's rare and unique collections in digitized form. NYPL Digital includes searchable databases like *In Motion: The African American Migration Experience* and NYPL Digital Gallery, online exhibitions such as *Before Victoria*, text from the Yizkor (Holocaust Memorial) Books, and more. www.nypl.org/digital/index.htm
National Archives, <http://www.archives.gov/exhibits/>

II. RACE AND THE DISCIPLINE OF ECONOMICS

A. History of Thought

February 2, 2007

Dimand, Robert W. "Economists and the Shadow of "The Other" Before 1914," *The American Journal of Economics and Sociology*, Vol. 64, No. 3 (July 2005): 820-827.

B. Theories of Discrimination – The Neoclassical Paradigm

February 5, 2007

Blank et al, Chapter 4.

Arrow, Kenneth, "What Has Economics to Say About Racial

- Discrimination?" *Journal of Economic Perspectives*, Vol. 12, Spring 1998: pp. 91-100.
- C. Critiques of the Neoclassical Paradigm and Alternative Perspectives
February 7, 2007
Whitehead, John, "Racial Economic Inequality and Discrimination: Conservative and Liberal Paradigms Revisited," in Conrad et al. (January 26th)
Bohmer, Peter. "Marxist Theory of Racism and Racial Inequality," in Conrad et al.
Stewart, James B. and Major Coleman, "The Black Political Economy Paradigm and the Dynamics of Racial Economic Inequality," in Conrad et al
- D. The Economics of Identity
February 9-12, 2007
Akerlof, George and Racial E. Kranton, "Economics and Identity," *Quarterly Journal of Economics*, Vol. 115 (August 2000).
Mason, Patrick, *The Review of Black Political Economy*, V. 32, #1
Darity, William A., Patrick L. Mason and James B. Stewart, "The Economics of Identity: The Origin and Persistence of Racial Identity," *Journal of Economic Behavior and Organization*, v. 60, n3 (July 2006):283-305.

ASSIGNMENT THREE – Problem Set - Due February 12, 2007

- III. RACIAL DIFFERENCES IN LABOR MARKET OUTCOMES – EMPIRICAL EVIDENCE
- A. Measuring Discrimination
February 15-17, 2007
Blank et al, Chapters 5 & 7
Heckman, James J. "Detecting Discrimination." *Journal of Economic Perspectives*, vol. 12, Spring 1998: pp 101-116.
- B. Evidence of Discrimination in Labor Markets
February 19, 2007
Darity, William and Patrick Mason, "Evidence on Discrimination in Employment: Codes of Color, Codes of Gender," *Journal of Economic Perspectives*
Bertrand, Marianne and Sendhil Mullainathan, "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination," *American Economic Review*, V. 94, #4, 991-1013.
- C. Statistical Studies of Racial Differences in Earnings
February 21-23, 2007
Neal, Derek and William Johnson, "The Role of Pre-Market Factors in Black-White Wage Differences," *Journal of Political Economy*, Vol. 104, #5: 865-895.

Rodgers, William and William Spriggs, "What Does the AFQT Score Really Measure: Race, Wages, Schooling and the AFQT Score," *The Review of Black Political Economy*, V.24, #4 (Spring 1996):13-46.
 Duleep, Harriet and Seth Sanders, "Discrimination at the Top: American-Born Asian and White Men," *Industrial Relations*, V. 31, #3 (Fall 1992): 416-431.
 Trejo, Stephen, "Why Do Mexican Americans Earn Low Wages?" *Journal of Political Economy*, V105 #6 (December 1997): 1235-68.

ASSIGNMENT FOUR- Analytical Paper with Partner, 5-7 Pages - Due February 28, 2007

Option One: Becker's Theory of Discrimination predicts that in competition will tend to eliminate wage discrimination. Is there persuasive empirical evidence that there is less discrimination in highly competitive markets than in markets where competition is restricted?

Sources (Initial): Agesa, Jacqueline and Anita Brown. "Regulation, Unionization, and Racial Wage Discrimination: An Analysis of the Trucking Industry," *American Journal of Economics and Sociology*, V. 57, #3 (July 1998), 285-305.
 Peoples, James, Jr., "Monopolistic Market Structure, Unionization, and Racial Wage Differentials," *The Review of Economics and Statistics*, V. 76, #1 (February 1994), pp 207-211.

Option Two: Is there racial discrimination in the market for NCAA, NFL and NBA coaches?

Sources (Initial): Kahn, Lawrence, "Discrimination in Professional Sports: A Survey of the Literature," *Industrial and Labor Relations Review*, V.44, #3, 395-418.
 Madden, Janice, "Differences in the Success of NFL Coaches by Race, 1990-2002: Evidence of Last Hire, First Fire," *Journal of Sports Economics*, V. 5, #1: 6-19.
 Kahn, Lawrence, "Race, Performance, Pay and Retention Among National Basketball Association Head Coaches," *Journal of Sports Economics*, V. 7, #2, 119-149.

D. Racial Differences in Employment, Retention and Promotion and Other Labor Market Outcomes

February 26-28, 2007

Stoll, Michael, "The Black Youth Employment Problem Revisited," in Conrad et al.

Holzer, Harry J., Paul Offner and Elaine Sorensen, "What Explains the Continuing Decline in Labor Force Activity Among Young Black Men?" *Labor History* v46 #1 (February 2005): 37-55.

Johnson, Rucker C., "Landing a Job in Urban Space: The Extent and

Effects of Spatial Mismatch,” *Regional Science and Urban Economics*, V.36 n3 (May 2006): 331-72.

Goldsmith, Art, Darrick Hamilton and William Darity, “Does Foot-in-the Door Matter?: White-Nonwhite Differences in Wage Return to Tenure and Prior Workplace Experience,” *Southern Economic Journal*, V. 73, #2 (October 2006):267-306.

E. The Effect of Antidiscrimination Laws on Racial Disparities in Labor Market Outcomes

March 2, 2007

Heckman, James and Brook S. Payner, “Determining the Impact of Federal Antidiscrimination Policy on the Economic Status of Blacks: A Case Study of South Carolina,” *American Economic Review* v. 79, #1 (1989): 138-77.

Holzer, Harry and David Neumark, “Assessing Affirmative Action”, *Journal of Economic Literature*, v38, n3 (September 2000):483-568.

Holzer, Harry and David Neumark, “What Does Affirmative Action Do?” *Industrial and Labor Relations Review*, v53, n2 (January 2000):240-71.

MIDTERM – ~~MARCH 5, 2007~~ MARCH 9, 2007

F. Structural Change: The Effects of Globalization, Immigration and Technological Change

~~March 7-9, 2007~~ March 5-7, 2007

Shulman, Steven and Robert C. Smith, “Immigration and African Americans,” in Conrad et al.

Pedace, Roberto, “Immigration, Labor Market Mobility and the Earnings of Native Born Workers: An Occupational Segmentation Approach,” *American Journal of Economics and Sociology* v65, n2 (April 2006): 313-45.

Dorman, Peter, “Globalization, the Transformation of Capital , and the Erosion of Black and Latino Living Standards,” in Conrad et al.

IV. RACE AND EDUCATION

A. Race and School Quality

March 19-21, 2007

Margo, Robert. “Educational Achievement in Segregated School Systems: The Effects of ‘Separate-But-Equal’,” *American Economic Review*, V.76, #1:794-801.

Gonzalez, Gilbert G., “Segregation of Mexican Children in a Southern California City: The Legacy of Expansionism and the American Southwest,” *The Western Historical Quarterly*, V. 16, #1, (Jan 1985), pp 55-76.

Ashenfelter, Orley, William Collins, and Albert Yoon, “Evaluating the Role of Brown v. Board of Education in School Equalization, Desegregation and Income of African Americans,” NBER Working Paper

11394, 2005.

Hanushek, Eric and Steven Rivkin, "School Quality and the Black-White Achievement Gap," National Bureau of Economic Research Working Paper # 12651, 2006.

B. Psychology, Culture and Human Capital

March 23, 2007

Ogbu, John U., "Collective Identity and the 'Burden of Acting White' in Black History, Community, and Education," *The Urban Review*, V. 36, #1: 1-35.

Tyson, Karolyn et al, "It's Not 'a Black Thing': Understanding the Burden of Acting White and Other Dilemmas of High Achievement", *American Sociological Review*, Vol. 70, #4: 582-606.

Austin-Smith, David and Roland G. Fryer, "An Economic Analysis of Acting White," *The Quarterly Journal of Economics*, v.120, #2, pp. 551-83.

Carter, Prudence. "Straddling Boundaries: Identity, Culture and School," *Sociology of Education* 2006, V.79: 304-328.

Steele, Claude. "A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance," *American Psychologist*, 52(6), 613-629.

C. Access to Higher Education

March 26, 2007

Light, Audrey and Wayne Strayer, "From Bakke to Hopwood: Does Race Affect College Attendance and Completion," *The Review of Economics and Statistics*, V. 84 (2002), #1, 34-22.

Ganderton, Philip T. and Richard Santos, "Hispanic College Attendance and Completion: Evidence from the High School and Beyond Surveys," *Economics of Education Review*, V.14, #1 (1995):35-46.

V. The Geography of Race

A. Explaining Residential Segregation

March 28, 2007

Cutler, David M., Glaeser, Edward L., Vigdor, Jacob L., "The Rise and Decline of the American Ghetto," *Journal of Political Economy*, Vol. 107 (June 1999): 455-506.

Ross, Stephen L. and Margery Austin Turner, "Housing Discrimination in Metropolitan America: Explaining Changes Between 1989 and 2000" *Social Problems*, V. 52, #2: 152-180.

Choi, Seok Joon et al, "Do Rental Agents Discriminate Against Minority Customers? Evidence from the 2000 Housing Discrimination Study," *Journal of Housing Economics*, V. 14, #1: 1-26.

Zhao, Bo, Jan Ondrich and John Yinger, "Why Do Real Estate Brokers Continue to Discriminate? Evidence from the 2000 Housing Discrimination Study," *Journal of Urban Economics*, V. 59, n3 (May

2006): 394-419.

B. Consequences of Residential Segregation

March 30, 2006

Cutler, David M. and Edward L. Glaeser, "Are Ghettoes Good or Bad?" *Quarterly Journal of Economics*, Vol. 112 (August 1997): 827-72.

Margo, Robert. "Residential Segregation and Socioeconomic Outcomes: When Did Ghettoes Go Bad?" *Economics Letters*, V. 69, 239-243.

C. Community Economic Development

April 2, 2007

Blumenberg, Evelyn, "Metropolitan Dispersion and Diversity," in Ong and Loukatis-Sideris.

Stoll, Michael, "Workforce Development in Minority Communities," in Ong and Loukatis-Sideris.

Valenzuela, Abel, "Economic Development in Latino Communities," in Ong and Loukatis-Sideris

Nash, Shondrah and Cedric Herring, "The Black Church and Community Economic Development," in Conrad et al.

Whitehead, John, David Landes, and Jessica Gordon Nembhard, "Inner-City Economic Development and Revitalization" in Conrad et al.

ASSIGNMENT FIVE – Due April 2, 2007. Data Analysis TBA.

VI. Race, Asset Ownership and Social Security

A. Overview

April 4-6, 2007

Leigh, Wilhelmina, "Wealth Measurement" in Nembhard and Chiteji.

Chiteji, Ngina and Darrick Hamilton, "Estimating the Effect of Race & Ethnicity on Wealth," in Nembhard and Chiteji.

Cobb-Clark, Deborah and Vincent E. Hildebrand, "The Wealth of Mexican Americans," *Journal of Human Resources*, V. 41, #4, 842-868.

Zagorsky, Jay L., "Native Americans Wealth," in Nembhard and Chiteji.

Ong, Paul, "Trouble in Paradise: The Economic Marginalization of Native Hawaiians," in Nembhard and Chiteji.

Ong, Paul and R. Varisa Patraporn, "Asian Americans & Wealth," in Nembhard and Chiteji.

B. Discrimination in Credit Markets

April 9, 2007

Dymski, Gary A. and Patrick L. Mason, "Racial Inequality and African Americans' Disadvantage in Credit and Capital Markets." In Conrad et al.

Blanchflower, David, Phillip B. Levine and David J. Zimmerman, "Discrimination in the Small-Business Credit Market," *The Review of*

Economics and Statistics, v. 85, #4, 930-943.

C. Homeownership

April 11-13, 2007

Bostic, Raphael, "Have the Doors Opened Wider? Trends in Homeownership Rates by Race and Income," *Journal of Real Estate Finance and Economics*, V. 23, #3,

Bostic, Raphael, "A Test of Cultural Affinity in Home Mortgage Lending," *Journal of Financial Services Research* V.23, #3, 89-112.

Coulson, N. Edward, "Why Are Hispanic- and Asian-American Homeownership Rates So Low?: Immigration and Other Factors," *Journal of Urban Economics*, V. 45: 209-277.

Freeman, Lance. "Black Homeownership: The Role of Temporal Changes and Residential Segregation at the End of the 20th Century," *Social Science Quarterly*, V. 86, #2, 403

Woldoff, Rachael A., "Wealth & Racial/Ethnic Differences in Individuals' Neighborhood Home Ownership Rates," in Nembhard and Chiteji.

D. Business Ownership

April 16-18, 2007

Marable, Manning, "History of Black Capitalism," in Conrad et al.

Conrad, Cecilia, "Black-Owned Businesses: Trends and Prospects," in Conrad et al.

Dymski, Gary A. and Robert E. Weems, "Black-Owned Banks: Past and Present," in Conrad et al.

Hum, Tarry. "New York City's Asian Immigrant Economics," in Ong and Loukatis-Sideris.

Dymski, Gary, Lisa Mohanty and Wei Li, "Banking & Wealth Accumulation in Asian American Community: Questions & Evidence from Los Angeles," in Nembhard and Chiteji.

Basu, Dipannita, "A Critical Examination of the Political Economy of the Hip-Hop Industry," in Conrad et al.

E. Savings and Other Financial Assets

April 25, 2007

Weems, Jr, Robert A. "Bling-Bling and Other Recent Trends in African American Consumerism," in Conrad et al.

Chiteji, Ngina, Elena Gouskova and Frank Stafford. "Financial Marketplace Participation and Pension Holdings over the Life Course," in Nembhard and Chiteji.

EXAMINATION II– APRIL 27, 2007

VII. Race and Public Policy – Multimedia Project Presentations

April 30-May 2, 2007

- A. Will Governor Schwarzenegger's Health Care Proposal <http://gov.ca.gov/index.php?/press-release/5057/> address racial and ethnic differences in health insurance, health care use, and health status?
Initial Sources:
Williams, David R., "Social Sources of Racial Disparities in Health," *Health Affairs*, v. 24, #2 (2005): 325-334.
Balsa, A.I. and T. G. McGuire, "Statistical Discrimination in Health Care," *Journal of Health Economics* 20 (6): 881-907.
- B. Is the military a model of equality of opportunity? Would this change if the volunteer army were replaced with compulsory serve as proposed by Congressman Charles Rangel?
Initial Sources:
Butler, John Sibley and Charles C. Moskos, "Labor Force Trends: the Military as Data," in *America Becoming: Racial Trends and Their Consequences*, Vol. II, edited by Neil J. Smelser, William Julius Wilson, and Faith Mitchell, National Academy Press, 2001.
Quester, Aline and Curtis Gilroy, "Women and Minorities in America's Volunteer Army," *Contemporary Economic Policy*, V. 20, #2 (April 2002): 111-21.
- C. A cornerstone of President Bush's welfare initiative is the promotion of "healthy marriages." Will this initiative address racial differences in the family structure? What impact has it had or will it have on poverty and other economic outcomes?
Initial Sources:
Cecilia A. Conrad and Mary C. King, "Single-Mother Families in the Black Community: Economic Context and Policies." In *African Americans in the U.S. Economy*, edited by Cecilia Conrad, John Whitehead, Patrick Mason and James Stewart.
- D. Who benefited from minority set-aside and procurement programs initiated under President Nixon? Is "black capitalism" a viable strategy for economic development in the black community? (Presentation need not limit itself to the African American community.)
Initial Sources:
Kotowksi, Dean. "Black Power-Nixon Style: The Nixon Administration and Minority Business Enterprise," *Business History Review*, v72, n3: 409-45.
Myers, Samuel L. and Tze Chan, "Who Benefits from Minority Set-Asides? The Case of New Jersey," *Journal of Policy Analysis and Management*, Vol. 15, #2:202-226.
Bates, Timothy and Darrell Williams. "Preferential Procurement Programs Do No Necessarily Help Minority-Owned Business," US Census Bureau, CES -WP-95-1, 1995.

- E. Would a U.S. style affirmative action policy reduce racial and ethnic economic disparities in Brazil?
Initial Sources:
Loureiro, Paulo R.A., Francisco Galrao Carneiro and Adolfo Sachsida, "Race and Gender Discrimination in the Labor Market: An Urban and Rural Sector Analysis for Brazil," *Journal of Economic Studies*, V. 31, #2 (2004):129-43.
Andrade, Eduardo C., "Quotas in Brazilian Public Universities: Good or Bad Idea?" *Revista de Economia*, v. 58, #4 (October-December 2004):453-84.
Arcand, Jean-Louis and Beatrice D'Hombres, "Racial Discrimination in the Brazilian Labour Market: Wage, Employment and Segregation Effects," *Journal of International Development*, v.16, #8 (November 2004): 1053-66.
- F. Until the 1960s, most southern school districts maintained separate pay scales for black and white school teachers. Suppose Congress votes to make restitution to black teachers and their descendents for the pay discrimination (reparations). Your team is hired to provide advice on the following: 1. How much is owed? 2. How should the payment be made? 3. What will be the economic impact of the reparations payment?
Initial Sources:
Margo, Robert A., "Teacher Salaries in Black and White': The South in 1910," *Explorations in Economic History*, v. 21, #3 (July 1984):306-26.
Darity, William and Dania Frank, "The Economics of Reparations," in Conrad et al.
- G. Advocates of individual social security accounts argue that this reform (sometimes known as privatization) of the social security system would be especially beneficial to African Americans and Latinos. Is this true? Suppose your team is hired by the Black Congressional Caucus to advise them on what their position should be. What is your advice?
Initial Sources:
Joint Center for Political and Economic Studies website
<http://www.jointcenter.org/socialsecurity/index.php>

ASSIGNMENT GRID

Assignment	Due Date	Weight
Assignment One – Data Analysis	January 22 nd	3
Assignment Two – Economic History Paper	February 7 th	15
Assignment Three – Problem Set	February 12 th	3
Assignment Four – Discrimination Paper	February 28 th	15

First Midterm Examination	March 5th March 9 th	15
Assignment Five – Data Analysis Paper	April 2 nd	4
Second Midterm Examination	April 27, 2007	20
Multimedia Project	April 29 th & May 4 th	20
Class Participation		5
Total		100