Course: Experiencing Racial and Ethnic Diversity  
(SOC 345: Race, Class, Ethnic Groups, CRN 35767)

Time & Location: Tuesdays & Thursdays, 2 - 3:20 PM  
240C McKenzie

Instructor: Jiannbin Lee Shiao, Associate Professor  
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Office Hours: Mondays & Wednesdays, 10:30-11:30 AM (drop-in); by confirmed appointment on Fridays, 3-4 PM; or via email

GTF: Cindy (Uyen) Nguyen, M.A. student, uln@uoregon.edu

Office Hours: Tuesdays & Thursdays, 12 noon – 1 PM, 712 PLC

Email: I will try to answer emailed questions as soon as I can, usually within 48 hours. However, I receive an enormous amount of email and cannot guarantee how fast my reply will be. For the same reason, my responses may be rather short. Your questions, however, should be as detailed as necessary and should not resemble text messages.

Please note: You must attend the 4 classes in weeks 4 and 8 that have been set aside for the in-class class workshops. You will be assigned to participate in one workshop and required to observe the other; however, I may ask some students to participate in both. Attendance in your original participation workshop (across 2 days) is mandatory; each unexcused absence will automatically cost you all your course participation points (20%). Because your most important assignments require you to analyze these workshops, any absences, even if excused, will likely undermine your performance.

Course Description: This course provides an introduction to race relations in the United States. Its primary objective is to question contemporary racial assumptions and enable students to think critically about how race, ethnicity, and diversity are constantly being constructed around and through themselves.

Over a century ago W.E.B. DuBois wrote that "the problem of the twentieth century is the problem of the color line" (1903). Since then, race has proven to be one of the most salient features of the American experience and social geography. Those who claim that Americans need to "outgrow" racial concerns are too often those who live in homogenous or segregated environments. News of racial tensions, racial disparities in the quality of life, racial divides in public opinion, and beatings and killings based on racial animosity continue to surface regularly. The underlying message seems
to be that race is conflict and that if we want a good society, whether national or local, we should avoid the subject or, at the very least, deflect it in favor of discussing ethnicity and social class instead.

The purpose of this course is to understand this state of affairs and to question the future of racial and ethnic diversity in this country. In light of the possible re-election of the first non-White president of the United States, this is an excellent time to take stock of what has been, what has changed, and what remains for post-racial America. This class is organized around lectures, discussions, and two iterations of (1) a film of a race-relations workshop paired with (2) an in-class workshop of our own. Given the importance of the scheduled workshops, you are encouraged to find another class if you already know you will be absent in weeks 4 and 8.

Course Goals: By the end of this course, students will be able to:
1. Identify the main effects and exceptions in the spatial distribution of racial groups within U.S. cities.
2. Interpret the spatial main effects and exceptions using the lens of contact theory, also known as the contact hypothesis.
3. Explain the theory of race as a social construction, identify its consequences for different racial and ethnic groups, and explain the similarities and differences between race, ethnicity, nationality, and culture.
4. Identify the mechanisms by which contact and group status shape intergroup relations in different settings.
5. Identify the major differences between growing up “non-White” and growing up “White” as well as the important variations within each.
6. Discuss potentially sensitive racial and ethnic issues with both others who have had similar experiences with contact and status and others who have had different experiences with contact and status.
7. Integrate various stages of analytic writing: Note-taking, automatic writing, reading summaries, short answer writing, and formal academic papers.

Required Texts: The following books are required texts for the course, available at the Campus Duck Store, and on reserve at Knight Library. To distinguish the required texts from the other required readings, the last names of their authors are CAPITALIZED - both below and in the Class Schedule.

- Additional readings are available online through the course’s Blackboard site. These materials are listed in the Course Schedule without author capitalization.

General Course Requirements: All students are expected to do the required readings, attend lectures, translate class content and experience into their own notes, participate
in class discussions especially in randomly assigned discussion groups, contribute to the class workshops, regularly visit the class Blackboard site, show independence in seeking technical support as needed, and submit assignments on time. Students who do not complete an assignment will receive a “zero” for the individual requirement, not an “F” which, like higher grades, can only be earned by a reasonable effort submitted in a timely manner. Students are also expected to take their studies seriously; please do not expect assistance with any reading or assignment that you start within only 24 hours of its deadline. Last but not least, students are expected to treat class attendance like showing up for work, e.g. do not expect to get “paid” unless you show up.

Specific Requirements: Grades are determined by classroom participation (20%) including attendance, contributions to class discussions including acting as speaker reporting on small group discussions, and workshop participation, five homework assignments (20%) including the advance submission of workshop questions, engagement with the readings (14%) including two one-page essays, one analytic exercise (16%), comparing the first workshop with the film, Skin Deep, and a 6-8pp final paper (30%), with two options: (1) an assessment of whether, how, and why progress has occurred, if any, in race relations since the publication of Harlon Dalton’s Racial Healing, and (2) for students who have completed Sociology 311 with a B or better (or an equivalent research methods course), a proposal for social research to examine how much progress has occurred in race relations since 1995. The final papers must demonstrate a cumulative mastery of the course topics and must draw upon an analysis of both workshops and both workshop films.

Honor Principle: Students are encouraged to discuss the course topics, readings, and assignments with each other outside of class. This kind of exchange creates an intellectual community that can “raise the bar” for a student’s ongoing engagement with the topic of the course. However, the highest mark of understanding is the individual student’s written assignment, which transforms an intuitive grasp into an explanation that “stares you back in the face.” It is at this stage in the learning process that the principle of academic honor fully applies: http://conduct.uoregon.edu/. The “you” to whom your words stare is not only yourself for the purposes of refinement and revision but also other readers who must now formally cite your work as a contribution to their understandings of the topic, just as you give credit to other writers by citing them in your written assignment. If you have any questions about how to properly cite the work of others, please just ask me. To be clear, academic dishonesty will incur a course grade of F and, as appropriate, a referral to the Dean of Students and Director of Student Conduct.

Student Needs: I require students with disabilities, including “invisible” disabilities like chronic diseases, learning disabilities, and psychiatric disabilities, to bring me appropriate documentation no later than the end of the second week of the term, and I encourage them discuss with me appropriate academic adjustments or accommodations that might be helpful during my office hours. All discussions will remain confidential, although the office of Disability Services may be consulted to verify the documentation of the disability and to discuss appropriate implementation of any
accommodation requested. The same policy, deadline, and encouragement applies for conflicts created by university representation, especially through athletics. Accordingly the office of Support Services for Student-Athletes may be consulted.

Reading Assignments: The reading assignments for the course are listed below in the course schedule. I expect students in my 300-level courses to have completed the readings assigned for a week by the start of the last class meeting of that week, unless I single out particular readings to be completed by the first class meeting. As noted above, I have distinguished the required texts from the other readings by capitalizing the authors’ last names. The other readings can be found on Blackboard (Bb).

As you may already realize, your internet access to class readings on Bb is neither public nor free. If you plan to access class materials from off-campus, you may sometimes need to establish a VPN connection between your computer and the campus servers such as through the following web-site using your UOregen username and password: https://uovpn.uoregon.edu/+CSCOE+/logon.html. For more details, please see the Computing Center or a UO librarian.

Class Schedule:

Week 1 (April 3 and 5) Introduction - "Diversity" and Higher Education
- Workshop Film (in class, Thursday): Skin Deep (53 min), by Iris Films
- DALTON, pp. 1-95.
- TUAN AND SHIAO, pp. 1-19.

Week 2 (April 10 and 12) The Contact Theory of Racial Attitudes
- For Tuesday: Review the week 1 readings.
- Homework #0: Online Survey due midnight, Thursday on Bb.
- PERRY, pp. 1-43.

Week 3 (April 17 and 19) Contact and Racial Moments
- Homework #1: “Segregation-Whole Population,” due Tuesday in class can be found at: http://mumford1.dyndns.org/cen2000/WholePop/WPsegdata.htm. Find your hometown (or closest city or metropolitan area) and print the results. Write your name, ethnoracial category, and assigned group at the top. Next, find a second city where your ethnoracial group’s exposure to another group differs by at least 10%, e.g. if you are Hispanic, the “Hispanic with White” index is 80% in your hometown and 60% in another city. Print these results too, and circle the comparable exposure index for each city. If your group is not available, please choose an available group for this exercise, and note the choice on your homework. What seems to be different about the two cities? Recommended: Click on the “Data” button for other options.
• Thursday: Workshop designations reviewed in class.

• Homework #2: Construct 2 questions for Workshop I, due midnight, Thursday via Blackboard. Instructions given in class.

• PERRY, pp. 44-103.


Week 4 (April 24 and 26) Workshop I and Readings on Racial Identity Development and Mingling

• Tuesday: Analytic Exercise handed out in class at the end of the workshop


Week 5 (May 1 and 3) Racial Identity Development, Mingling, and Race as a Social Construction

• For Tuesday: Analytic Exercise Due in class

• Film (required and on reserve): Race – The Power of An Illusion: Episode 1: The Differences Between Us (56 min), by California Newsreel.


• TUAN AND SHIAO, pp. 20-39.

• Recommended (on reserve): Race – The Power of An Illusion: Episode 2: The Story We Tell (56 min), by California Newsreel.


Week 6 (May 8 and 10) Race as a Social Construction (con) and the Challenge of Status Theory

- **For Tuesday:** Read and evaluate the *Sample Paper*, “Contact Theory: Engagement beyond Casual Contact.” (Available on Bb.)
- **Film (required and on reserve):** *Race – The Power of An Illusion: Episode 3: The House We Live In.* (56 min), by California Newsreel.

Week 7 (May 15 and 17) Growing Up "non-White"

- **Homework #3:** “Race IAT ('Black - White' IAT)," due Tuesday in class can be found at: https://implicit.harvard.edu/implicit/. Select the Demonstration site, then select the Background page and read “Origins and measurement with the IAT”, then select “Take a Demo Test”, select the Race IAT test, print out the results page (titled “You have completed the African American – European American IAT”), think of a way that might change your result to either a more neutral preference or a more pro-Black preference, take the Race IAT test again, print out that second page, note on your homework what you tried to change your result and whether it was successful, and return to the Background page to read “Answers to frequently asked questions about the IAT”. **Recommended:** Read other links on the Background page, especially those under “General Information.”
- **Workshop Film (in class, Thursday):** *Color of Fear* (90 min), by Lee Mun Wah.
- **Homework #4:** Construct 2 questions for Workshop II, due midnight, Thursday via Bb. Instructions given in class.
- TUAN AND SHIAO, pp. 67-96.

Week 8 (May 22 and 24) Workshop II and Readings on Growing Up “White"

- PERRY, pp. 104-198.
• TUAN AND SHIAO, pp. 113-137.

Week 9 (May 29 and 31) Growing Up “White”; Preparing to Assess Progress in Race Relations
• DALTON, pp. 96-210.
• Obama, Barack. 2008. “Barack Obama’s Speech on Race.” (Find online the New York Times transcript or the New York Times interactive feature that combines the transcript with the video.)

Week 10 (June 5 and 7) Assessing Racial Progress in the Contemporary United States
  o Recommended: TUAN AND SHIAO, pp. 138-154.

Exam Week
• Final Paper Due: Tuesday, June 12, 11:15 AM, via 2 copies: one on Blackboard and the other in the main sociology department office, 736 PLC, which is closed 12 noon – 1 PM.