Course: Experiencing Racial and Ethnic Diversity  
(SOC 345: Race, Class, Ethnic Groups, CRN 25014)

Time & Location: Monday & Wednesday, 12-1:20 PM  
240A McKenzie

Instructor: Jiannbin Lee Shiao, Associate Professor  
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346-5366 (during office hours below)  
http://sociology.uoregon.edu/faculty/shiao.php

Office Hours: Mondays & Wednesdays, 3-4 PM (drop-in) unless there  
is a department meeting (typically first Mondays), or by  
appointment on Fridays, 1:30-2:30 PM (732 PLC)

GTFs: Matthew Eddy, Ph.D. candidate, meddy@uoregon.edu,  
office hours listed on Blackboard (222 PLC)  
MeCherri Tarver, M.A. candidate,  
mecherri@uoregon.edu, office hours listed on  
Blackboard (621 PLC)

Email: I will try to answer emailed questions as soon as I can. 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. Please do not take offense.

Please note: You must attend the 4 classes in weeks 4, 5, 8, and 9 which have been set aside for the in-class workshops. One will be your designated workshop for participation; you are only required to observe the other, but I may ask some students to participate in both. Attendance in your designated workshop (running across 2 days) is required; any absences will automatically cost you your entire course participation grade (20%). Attendance at the other workshop is required but “only” double counted on both days.

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 recent 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 a film of a race-relations workshop paired with an in-class workshop of our own.

Course Goals: Students who successfully complete this class will have learned how 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. Assess the state of progress in racial and ethnic relations in the nation, in the wake of the election of Barack Hussein Obama II as president of the United States.

Required Texts: The following books are required texts for the course and are available at the Campus Duck Store. They are also on reserve at Knight Library. Their authors’ and editors’ last names are CAPITALIZED both below and in the Class Schedule.


• **Additional readings** are available through the course’s Blackboard site as well as Knight Reserves. These materials are listed in the Course Schedule without author and editor capitalization.

General Course Requirements: All students are expected to attend lectures, do the readings, regularly visit the class Blackboard site, participate in class discussions, contribute to the class workshops, and submit assignments. 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.

Specific Requirements: Grades are determined by **classroom participation** including attendance, contributions to class discussions including acting as speaker reporting on small group discussions, and workshop participation (20%), **five homework assignments** including the advance submission of workshop questions (20%), **engagement with the readings** including two one-page essays and semi-weekly discussion questions submitted to Blackboard (15%), **one analytic exercise** (15%), comparing the first workshop with the film, *Skin Deep*, and an **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 C- 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 the workshops and 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/](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.

**Student Needs:** I encourage students with **disabilities**, including “invisible” disabilities like chronic diseases, learning disabilities, and psychiatric disabilities to discuss with me appropriate academic adjustments or accommodations that
might be helpful to you during my office hours no later than the end of the second week of the term. 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 and deadline 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 before the start of the last class meeting of that week, unless I single out particular readings to be completed by an earlier class meeting. In fact, I require students to post discussion questions on the readings on Blackboard by the night before the last class. (Instructions will be given in class.) As noted above, I have distinguished the readings from the required texts by capitalizing the authors’ and editors’ last names. The other readings can be found in Blackboard or in Knight Reserves.

Please locate the readings in advance. Save for true emergencies, I will ignore all “where are the readings?” questions sent the day before the last class (Wednesday’s class for this term).

Class Schedule:

Week 1 (January 4 and 6) Introduction - "Diversity" and Higher Education
- Workshop Film (in class, Wednesday): Skin Deep (53 min), by Iris Films
- DALTON, pp. 1-95.

Week 2 (January 11 and 13) The Contact Theory of Racial Attitudes
- For Monday: Review week 1 readings.
- Homework #1: “Segregation-Whole Population,” due Wednesday 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. Find a second city where your 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. Recommended: Click on the “Data” button for other options.
- Online Survey: Must be completed by Wednesday night for full credit.

Week 3 (January 20) Contact and Racial Moments
• Monday: Dr. Martin Luther King, Jr. Holiday (no class)
• PERRY, pp. 1-103.

Week 4 (January 25 and 27) Workshop I (Part A) and Readings on Racial Identity Development and Mingling
• Monday: Workshop designations reviewed in class.
• Homework #2: Construct 2 questions for Workshop I, due midnight, Monday via Blackboard. Instructions given in class.
• Wednesday: Workshop I begins; Analytic exercise handed out in class.

Week 5 (February 1 and 3) Workshop I (Part B), Racial Identity Development, Mingling, and Race as a Social Construction
• Monday: Workshop I concludes.
• For Wednesday: Analytic Exercise Due in class (bring 2 copies)
• Film (required and on reserve): *Race – The Power of An Illusion: Episode 1: The Differences Between Us* (56 min), by California Newsreel.
Week 6 (February 8 and 10) Race as a Social Construction (cont)

- **For Monday: Read and evaluate the Sample Paper**, “Contact Theory: Engagement beyond Casual Contact.” (Available on Bb.)
- **WATERS**, Pp. 44-93.
  - **Recommended Film (on reserve)**: *Race – The Power of An Illusion: Episode 2: The Story We Tell* (56 min), by California Newsreel.

Week 7 (February 15 and 17) The Challenge of Status (Theory)

- **Homework #3**: “Race IAT (‘Black - White’ IAT),” due Monday in class can be found at: [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/). Select the Demonstration site, select the Race IAT test, print out the results page (titled “You have completed the African American – European American IAT”), figure out a way to change your result to either a more neutral preference or a more pro-Black preference, and also print out that second page. **Recommended**: Read the web pages associated with the link “general information about the IAT.”
- **Workshop Film (in class, Wednesday)**: *Color of Fear* (90 min), by Lee Mun Wah.
- **For reading essays**: Select 3 readings from the following: film (as a “reading”), Brezina & Winder, Van Ausdale & Feagin, Lee, and Waters.
- **Film (required and on reserve)**: *Race – The Power of An Illusion: Episode 3: The House We Live In.* (56 min), by California Newsreel.
- **WATERS**, pp. 140-191.
  - **Recommended**
Week 8 (February 22 and 24) Workshop II (Part A) and Readings on Growing Up “Non-White”

- **Homework #4:** Construct 2 questions for Workshop II, due midnight, Monday via Bb. Instructions given in class.

- **Wednesday: Workshop II begins.**

- **Recommended**

Week 9 (March 1 and 3) Workshop II (Part B) and Growing Up “White” and “Non-White”

- **Monday: Workshop II concludes.**
- PERRY, pp. 104-198.

Week 10 (March 8 and 10) Assessing Challenges and Progress in the Contemporary United States

- Bonilla-Silva, Eduardo. 2005. “We are all Americans!: the Latin Americanization of racial stratification in the USA.” Race & Society. 5: pp. 3–16.
- Obama, Barack. 2008. “Transcript: Barack Obama’s Speech on Race.” (Find online: March 18 speech)
  - **For the final paper:** DALTON, pp. 96-210.
  - **Recommended**

**Exam Week**

- **Final Paper Due:** Monday, March 15, 12:15 PM, via 2 copies: one on Blackboard and the other in the main sociology department office, 736 PLC.