Course: Experiencing Racial and Ethnic Diversity  
(SOC 345: Race, Class, Ethnic Groups, CRN 36440)

Time & Location: Mondays & Wednesdays, 2-3:20 PM  
240C McKenzie

Instructor: Jiannbin Lee Shiao, Associate Professor  
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http://sociology.uoregon.edu/faculty/shiao.php

Office Hours: Mondays & Wednesdays, 3:45-4:45 PM (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: Mondays & Wednesdays, 11 AM – 12 noon, 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 fully  
half of your course participation grade (20%).* Because your most important  
assignments require you to analyze these workshops, any absences will likely  
undermine your performance on them.

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. Given the importance of the scheduled workshops, absences in weeks 4 and 8 cannot be excused.

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. Identify 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 and are available at the Campus Duck Store. They are also on reserve at Knight Library, except for the book by Tuan and Shiao. 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, 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 it within only 24 hours of its deadline.

**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 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. **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 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 by the start of the last class meeting of that week, unless I single out particular readings to be completed by an earlier 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 in Blackboard (Bb).

Class Schedule:

Week 1 (March 28 and 30) Introduction - "Diversity" and Higher Education
- Workshop Film (in class, Wednesday): Skin Deep (53 min), by Iris Films
- DALTON, pp. 1-95.
- TUAN AND SHIAO, pp. 1-19.

Week 2 (April 4 and 6) The Contact Theory of Racial Attitudes
- For Monday: Review the week 1 readings.
- Homework #0: Online Survey due midnight, Wednesday on Bb.
- 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. 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.
- Tuan, Mia. 1998. "I knew I was different": Childhood Neighborhood Influences.” Pp. 76-105 in Forever Foreigners or Honorary Whites?: The

- PERRY, pp. 1-43.

Week 3 (April 11 and 13) Contact and Racial Moments

- Wednesday: Workshop designations reviewed in class.
- Homework #2: Construct 2 questions for Workshop I, due midnight, Wednesday via Blackboard. Instructions given in class.
- PERRY, pp. 44-103.

Week 4 (April 18 and 20) Workshop I and Readings on Racial Identity Development and Mingling

- Monday: Analytic Exercise handed out in class at the end of the workshop

Week 5 (April 25 and 27) Racial Identity Development, Mingling, and Race as a Social Construction

- For Monday: Analytic Exercise Due in class (bring 2 copies)
- For reading essays: Cover 3 of the 5 required sources. You must include 1 on the biology of race (EITHER the film OR the Diamond essay) and 2 on the sociology of race/ethnicity (select 2 from the chapters by Spickard, King & DaCosta, and Tuan & Shiao).
- Film (required and on reserve): Race – The Power of An Illusion: Episode 1: The Differences Between Us (56 min), by California Newsreel.
- King, Rebecca Chiyoko and Kimberly McClain DaCosta. 1996. “Changing Face, Changing Race: The Remaking of Race in the Japanese American and African American Communities.” Pp. 227-244 in Maria Root, ed. The...

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

**Week 6 (May 2 and 4) Race as a Social Construction (con) and the Challenge of Status Theory**

- **For Monday:** Read and evaluate the Sample Paper, “Contact Theory: Engagement beyond Casual Contact.” (Available on Bb.)
- **For reading essays:** Cover 3 of the 4 required sources.
- **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 9 and 11) Growing Up "non-White"**

- **Workshop Film (in class, Wednesday):** Color of Fear (90 min), by Lee Mun Wah.
- **Homework #3:** “Race IAT (‘Black - White’ IAT),” due Monday 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.”

- **Homework #4: Construct 2 questions for Workshop II, due midnight, Wednesday via Bb. Instructions given in class.**
- TUAN AND SHIAO, pp. 67-96.

**Week 8 (May 16 and 18) Workshop II and Readings on Growing Up “White”**

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

**Week 9 (May 23 and 25) Growing Up “White”; Preparing to Assess Progress in Race Relations**

- 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 1) Assessing Racial Progress in the Contemporary United States**

- **No class on Monday (Memorial Day)**

**Exam Week**

- **Final Paper Due**: Monday, June 6, 12:15 PM, via 2 copies: one on Blackboard and the other in the main sociology department office, 736 PLC.