Experiencing Racial and Ethnic Diversity

Sociology 345-Race, Class, Ethnic Groups
Spring 2003, CRN 34207
Tuesdays and Thursdays, 4 – 5:20 PM, 176 Education

Professor Jiannbin Shiao
Wednesdays, 9:30 -12:30 AM
(Sign-up or drop-in).
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&
Graduate Teaching Fellows
Brett Clark
Roxanne Gerbrandt

Course Prerequisites: Sociology 204 or 207.
Warning: Absences on April 17 and 22, May 15 and 20, and June 12 will significantly damage your grade.
Additional information can be found on the course's Blackboard site.

Course Description:

This course provides an introduction to race relations in the United States, focusing on present-day diversity. By necessity, we will acknowledge the roles played by historical events. However, the primary objective of the course is to de-familiarize contemporary racial assumptions and enable students to think critically about how race, ethnicity, and diversity are constantly being constructed around and through themselves. Sociology 345 is the pre-requisite for Sociology 445/545, which explores the historical-contemporary linkages in more depth.

Almost a century ago W.E.B. DuBois wrote that "the problem of the twentieth century is the problem of the color line" (1903). As we begin the 21st century, race remains 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, beatings, and killings based on racial animosity, racial disparities in the quality of life, and of racial divides in public opinion continue to surface weekly, if not daily. The underlying message seems to be that race is conflict and if we want a good society, local or national, we should avoid the subject or at the very least, deflect it and discuss ethnicity and culture 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. By "diversity" we thus refer not simply to the social problems of minorities but more broadly to both (1) relative heterogeneity and (2) the level & character of interactions across certain lines of social
difference. In a single situation, we can thus have a lot of "diversity" (heterogeneity) and also not much "diversity" (intergroup relations). And vice versa.

The course is primarily oriented around lecture and reading topics, but students will be expected to engage the issues raised in the readings in structured class discussions and activities. The course assignments will provide students the chance to apply sociological concepts to personal experience and experimental situations and thereby the opportunity to gain an exposure to or even mastery of both the theory and the method of intergroup relations. These assignments include semi-weekly reading journals, two analytic papers, and a final cumulative examination.

**Required Materials:**

- The required materials are in 3 places: **E-Reserves, books, and a course packet**.
- There are two required books for the class, both available at **Mother Kali's Books** at 720 East 13th Avenue.


- The virtual packet of readings is available on-line through the Library E-Reserves system. For more information: [http://libweb.uoregon.edu/acs_svc/usingeres.html](http://libweb.uoregon.edu/acs_svc/usingeres.html).
  **User Name:** spring03 and **password:** forward.
- The Course Packet is available at the **University Bookstore**. These additional readings are not in E-Reserves.
- All of the materials are also on **Reserve at Knight Library**.

**Course Requirements:**

- Students are required to **check the course's Blackboard site weekly** for messages from the professor. In addition, selected files for handouts, overheads, and related materials will be available for downloading. **If you have not already established a Blackboard account, you must do so immediately.** Please see the staff at the Information Technology Center at the Knight or Science libraries.
- **3-4 reading journals:** 1 single-spaced page covering all of the required reading materials for a given week in Weeks 2-9. Each journal is due on the Tuesday of the week for which the readings were assigned. In other words, the journal covering the Week 2 readings will not be accepted after the Tuesday class meeting in Week 2. A more detailed assignment handout will become available.
- **2 analytic papers**, 4-5 pages each, using course concepts to analyze both (a) films shown in class and (b) classroom workshops (and perhaps also personal experiences). A more detailed assignment handout will become available.
• **A cumulative final examination**, testing mastery of facts and concepts in the reading materials, lectures, and class discussions, split into two segments: a take-home essay question and in-class short answer questions. A study guide will become available on the last day of class.

• Papers submitted after the due date and time are automatically **late** and will be discounted a full letter grade. Without advance notice, no papers will be accepted after 4 PM that day. Anticipate computer failures, disk problems, etc, and plan ahead. However, **extra credit** will be given to papers submitted during the class meeting immediately before the due date.

• **All papers, excluding journals**, should have a *cover page* indicating, at minimum, the paper's title, the student's name, the course number, and the term & year. Also, these papers should end with a *bibliography*, but neither the cover page nor the bibliography will count toward the required page length. Each page after the cover should have a *footer* with the student’s last name and a page number. No *margins* are to be larger than one inch. No *typefaces* are to be larger (or smaller) than 12 points. All original text must be *double-spaced*; only long quotes, section titles, and the bibliography may be single-spaced. Papers attempting to reach the page limit through enlarging or shrinking typefaces, margins, or spacing will be graded down.

• **Class attendance and participation**, voicing your thoughts and opinions as the occasion demands. *More than three unexcused absences* will significantly lower your grade. Students bear complete responsibility for their absences; please make your own arrangements for notes and discussion with those classmates who were present. In addition, I regard *classroom time* as relatively sacred. Turn off your cell phones and pagers, and focus on the subject at hand. Do not bring your non-enrolled friends, family members, or pets to class; this is our time. However, if you are especially shy, please visit me in *office hours* to discuss the material. Lastly, I am here to introduce you to particular perspectives and teach you *how* to think and speak in their language, not *what* to believe about race and diversity. *What you learn from this class will depend upon your being able to situate your beliefs on a systematic synthesis and critique of the readings and lectures.*

**Grading:**

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation, Attendance, and Extra Credit</td>
<td>20%</td>
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<tr>
<td>Reading Journals</td>
<td>15%</td>
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<tr>
<td>First Analytic Paper</td>
<td>20%</td>
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<tr>
<td>Second Analytic Paper</td>
<td>*20%</td>
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<tr>
<td>Final Examination</td>
<td>*25%</td>
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<tr>
<td>Total</td>
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*Percentages may depend on the grade for the first analytic paper.*
Reasonable Accommodations:

If you have a **documented disability** and anticipate needing accommodations in this course, please make arrangements to meet with me well before the due date of the first major assignment. In addition, please request the Counselor for Students with Disabilities to send me a letter verifying your disability.

If your **religious beliefs and/or university representation** preclude you from attending class on a day that an assignment is due, please make the requests for accommodation in writing at the start of the term. Please **do not** simply hand me an official form-letter listing dates; **also identify** the specific dates you will be absent from our course and whether an assignment is due on any of those days.

Academic Integrity:

I expect that the work you submit for this course to be the product of your own efforts. I will not list the many aspects of **academic dishonesty** covered in university regulations; you can look them up, yourself. I have not hesitated to refer students to the Student Conduct Office - even though the process makes me extremely irritable and cranky. **However,** I still encourage you to study together, discussing the course materials outside of class. After all, it is the dynamic tension between intellectual community and individuality that makes higher education possible and enjoyable. If you have questions about the ethics of group study and work, please come visit me in office hours.

Course Schedule:

Capitalized **AUTHORS** indicate books. The ending notation **[ER]** indicates a reading on E-Reserve. The ending notation **[Packet]** indicates a reading in the course packet. Unless otherwise noted, all readings below are required.

**Week 1 (April 1 and April 3) Introduction - “Diversity” and University Tensions**

- Video-in-class: *Skin Deep*.
- DALTON, pp. 1-63.
- WWW Exercise: “Segregation-Whole Population“ on [http://mumford1.dyndns.org/cen2000/WholePop/WPseqdata.htm](http://mumford1.dyndns.org/cen2000/WholePop/WPseqdata.htm). Find your hometown (or closest city or metropolitan area) plus one other city/metro of your choice, and bring the two printouts to class on Thursday.
Week 2 (April 8 and April 10) Racial Moments and Contact Theory

- DALTON, pp. 1-95. (Review pp. 1-63.)
- Video-in-class: True Colors.
- PERRY, Chapters 1 and 2 (Part One). (Skip the Introduction for now.)
- WWW Exercise: “Racial Bias Black/White Adults” on [http://www.tolerance.org/hidden_bias/02.html](http://www.tolerance.org/hidden_bias/02.html). Take the test as many times as you like, but please bring every printout of your results to class on Thursday.

Week 3 (April 15 and April 17) Contact Theory (con) & Workshop I


Week 4 (April 22 and April 24) Workshop I (con) & Race as a Social Construction

- DALTON, pp. 74-91 (Review).
- First Analytic Paper Due by 11 AM, Friday.

Week 5 (April 29 and May 1) Status Theory

- Video-in-class: Color of Fear.
Week 6 (May 6 and May 8) Growing Up "non-White"

- Tuan, Mia. 1998. "I knew I was different": Childhood Neighborhood Influences." Pp. 76-105 in *Forever Foreigners or Honorary Whites?: The Asian Ethnic Experience Today.* New Brunswick, New Jersey: Rutgers University Press. [ER]

Recommended

Week 7 (May 13 and May 15) Growing Up "White" and Workshop II

- PERRY, Introduction and Chapters 3, 4, and 6 (skip Chapter 5 for now).

Week 8 (May 20 and May 22) Workshop II (con) and Crossing the Color Line

- PERRY, Chapter 5.
- Second Analytic Paper Due by 11 AM, Friday.

Week 9 (May 27 and May 29) Back to College and Institutional Policies

- DALTON, pp. 213-234.
- Video-in-class: *Addressing Campus Diversity.*

Recommended
Week 10 (June 3 and June 5) Making the Future

- PERRY, “Conclusion: Beyond Whiteness” and “Appendix: Methods and Reflections.”

Recommended


Exam Week (June 9-13)

- Final Examination: 1-3 PM, Thursday, June 12.