Experiencing Racial and Ethnic Diversity
Sociology 345-Race, Class, Ethnic Groups
Winter 2007, CRN: 25238
Meets: Tuesdays and Thursdays, 10 – 11:20 AM, 302 Gerlinger

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Office Hours in PLC 632: Wednesdays, 2-5 PM (Sign-up or drop-in).
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Office Hours: TBA.
Contact Information: TBA.

Course Prerequisites: Sociology 204 or 207 OR Ethnic Studies majors who have taken ES 101 or 102.

Attendance is mandatory and essential during weeks 4, 8, and 10. There will not be any alternative arrangements for absences during those weeks.

Blackboard: Students are required to check the course's Blackboard site weekly for announcements, handouts, and related materials. Selected presentation slides will be available for downloading after class meetings. If you need technical assistance with your account, please see the staff at the Information Technology Centers at the Knight or Science libraries.

Course Description:

This course provides an introduction to race relations in the United States, focusing on present-day diversity. We will acknowledge the roles played by historical events; however, the primary objective of the course 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. Sociology 345 is the pre-requisite for Sociology 445/545, which explores the historical-contemporary linkages in more depth.

Over a century ago W.E.B. DuBois wrote that "the problem of the twentieth century is the problem of the color line" (1903). In the first decade of 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, 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 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. 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 by the readings in structured class discussions and activities. The course assignments will provide students with opportunities (1) to apply sociological concepts to personal experience and experimental situations, (2) to be exposed to the theory and the method of intergroup relations, and (3) to gain a mastery of the standards for analytic writing necessary for success in 400-level sociology courses. These assignments include homework assignments, reading essays, analytic writing, and a final cumulative examination.

Course Readings:


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. **User Name:** winter07 and **password:** weather.

The Course Packet includes the required readings for week 10 and is available at the **University Bookstore.**

Assignments and Their Assessment:

- **Class participation is worth 30% of your final grade and includes attendance in class, 4 graded homework assignments, and participation in an assigned discussion group.** To be clear, every unexcused absence or incomplete homework will lower your grade.

  An aspect of this grade involves the **quality** of class participation. At the end of the course, I will ask you for assistance in evaluating the contributions of your fellow group members. Was anyone singularly well prepared for discussion of the assigned readings, attentive to group process and the feelings of group members, or helpful in keeping your group on task? I encourage you to voice your thoughts and reflections as the occasion demands, including during visits to **our office hours.**

- During weeks 2-9, you will write and submit **3 reading essays**, each a single-spaced page that covers all of the required reading materials for a given week. Extra credit is available for including a recommended reading in an essay. Each essay is due in the second class meeting of the week for which the readings were assigned. In total, this assignment is worth **15%** of your final grade. A more detailed assignment handout is available.

- **1 analytic exercise**, 2-4 doubled-spaced pages, illustrating the course concepts with social interaction data from (a) films shown in class and (b) classroom workshops (and optionally also personal experiences). This assignment, worth **10%** of your grade, will prepare you to write the analytic paper.
1 final analytic paper, 4-6 doubled-spaced pages, demonstrating your ability to (1) apply course concepts to social interaction data from films shown in class and classroom workshops and (2) construct a concise argument assessing the major theoretical perspectives in the course. This assignment is worth 30% of your grade and must be formatted as a formal paper.

1. The analytic papers 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.

2. 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.

3. Papers submitted after the due date and time are automatically late and will be discounted a full letter grade. Without 24-hours advance approval, no papers will be accepted after 12 noon the following day. Anticipate computer failures, disk problems, etc, and plan ahead. Extra credit will be given to papers submitted to the GTF on the preceding Tuesday by 4 pm.

A cumulative final examination, worth 15% of your grade, administered during Dead Week on the last day of class, testing mastery of facts and concepts in the reading materials, lectures, and class discussions through short answer questions. You must bring a single-page of handwritten notes (at least one full side), which you will also submit with your exam for a third of your exam grade.

Course Policies:

• Academic Workload: Following university guidelines, students are expected to spend an average of 12 hours per week on this 4 credit class, including hours spent in class.

• Reasonable Accommodations: Reasonable accommodations are available for students who have a documented disability. You must notify me during the first week of class of any accommodations needed for this course.

Similarly, if your religious beliefs and/or university representation preclude you from attending class, you must notify me during the first week of class. You are responsible for identifying the specific dates in conflict with the course schedule. Please note that absences during the essential weeks (page 1 of this syllabus) are strongly discouraged because no accommodations can be made for those absences.

• Attendance: Each of you is responsible for any material, announcements, assignments, and/or schedule changes made during class. If you miss a class, you will need to ask another student for notes and reflections about what was covered and transpired. Please see the handout “Did I Miss Anything?” available on Blackboard.
• **Academic Integrity:** All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. *If you are in doubt regarding the requirements, please consult with me before you complete any requirement of the course.* For more information on University policy regarding academic integrity, see the following website: [http://www.uoregon.edu/~conduct/sai.htm](http://www.uoregon.edu/~conduct/sai.htm).

Nevertheless, I 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.

• **Academic Etiquette:** Please be respectful to all members of the class. Please arrive in class on time and do not leave early (or pack up to leave early). Both arriving late and leaving early can be very disruptive. In addition, please do not talk while I am lecturing and do not interrupt other members of the class when they are talking. Of course, you should always feel free to raise your hand if you’d like to ask a question or make a comment. **Please control your cell phones and pagers**, and do not allow them to interrupt class. I regard their use during class as disruptive and very disrespectful to both your fellow students and myself.

• **Classroom Climate statement:** It is my belief that we must create a climate in this course where everyone feels safe enough to speak about race and ethnicity. We don't have to agree with each other or "convert" others to our way of thinking. We do, however, have to respect that others may have opinions and experiences that are significantly different from our own and which may even trouble us deeply. To promote a safe climate, we will follow a few guidelines for class participation, especially in the workshops:

1. Try to avoid blanket generalizations such as "all you people…", "all Asian people…", "all White people…." Instead try, "I heard you just say…"
2. Saying, "You can't understand how I feel because you're not White/Black/Asian/Latino/Native American," is a sure way to shut down communication and learning. Instead, try focusing on communicating your experiences or perspective as a White/Black/Asian/Latino/Native American/multiracial American.
3. For the next 10 weeks we are an intentional community of sorts, representing diverse experiences, opinions, and identities. The challenge facing any diverse community is always that of respecting and honoring difference (as opposed to stamping it out) as well as affirming what is common between its members. How successful this class is will largely depend on how successful we are in honoring both the commonalties and differences among us.
4. 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 efforts to situate your beliefs on a systematic synthesis and/or critique of the readings and lectures.*
Course Schedule:
- Please note that I reserve the right to change this schedule as necessary. Any changes will be announced in class. You are responsible for being aware of any changes whether or not you attend class.
- Capitalized AUTHORS indicate the required books. Most of the other required readings are available on E-Reserves except for the course packet (week 10).

Week 1 (January 9 and 11) Introduction - "Diversity" and University Tensions
- **Video-in-class:** *Skin Deep* (video number 03534)
- **DALTON,** pp. 1-95.

Week 2 (January 16 and 18) Racial Moments and Contact Theory
- **Homework #1:** “Segregation-Whole Population,” due Tuesday can be found at: [http://mumford1.dyndns.org/cen2000/WholePop/WPsegdata.htm](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. **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 Asian Ethnic Experience Today.* New Brunswick, New Jersey: Rutgers University Press.

Week 3 (January 23 and 25) Contact Theory (con)
- **Homework #2:** “Race IAT ('Black - White' IAT),” due Tuesday 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.”
- **Homework #3:** Construct questions for Workshop I, due Thursday by email. **Instructions given in class.**
- **PERRY,** Chapters 1, 2, and 3 (pp. 23-103).
Week 4 (January 30 and February 1) Workshop I


Week 5 (February 6 and 8) Race as a Social Construction

- **Analytic Exercise Due: Tuesday.**
- **Video-on-reserve:** *Race – The Power of An Illusion: Episode 1: The Differences Between Us.* (video number 6597, episode 1) Required for the week 5 essays.
- **Reading essays:** Cover 3 items: the video plus 2 readings selected from: Spickard, King and DaCosta, and Waters. For extra credit, include the Harris, Iqbal, and Diamond readings as a group in a longer essay.

Week 6 (February 13 and 15) Status Theory

- **Read and evaluate the Sample Paper for Tuesday,** “Contact Theory: Engagement beyond Casual Contact.” (Available on Blackboard.)
- **Video-on-reserve:** *Race – The Power of An Illusion: Episode 3: The House We Live In.* (video number 6597, episode 3) Required for the week 6 reading essays.
Week 7 (February 20 and 22) Growing Up "non-White"

- **Homework #4:** Construct questions for Workshop II, due Thursday by email.
  Instructions given in class.

- **Video-in-class:** *Color of Fear* (video number 06366).

  Encounters of Biracial Individuals.” In Maria Root, ed. 1996. *The Multiracial Experience:*


  *West Indian Immigrant Dreams and American Realities.* New York and Cambridge, MA:
  Russell Sage Foundation and Harvard University Press.

Week 8 (February 27 and March 1) Workshop II and Growing Up “White”

- **PERRY,** Introduction and Chapters 4, 5, and 6.

Week 9 (March 6 and 8) Challenges to Resolving “The Race Question”

- **Video-on-reserve:** *What’s Race got to do with it?*

- **Recommended:** Bonilla-Silva, Eduardo and Tyrone Foreman. 2000. “‘I am not a racist
  but…’: Mapping White college students’ racial ideology in the USA.” *Discourse & Society.*

- **Recommended:** Downey, Dennis. 1999. "From Americanization to Multiculturalism:
  Political Symbols and Struggles for Cultural Diversity in Twentieth Century American Race

Week 10 (March 13 and 15) Assessing Progress

- Institute for the Study of Social Change, University of California, Berkeley. November

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

- Final examination in class, Thursday, March 15. Bring 1 examination book and 1 page
  of *handwritten* notes either single or double sided (required submission with exam).

Exam Week (March 19-23)

- Analytic Paper Due: 10 AM, Thursday, March 22, Professor Shiao’s box in the main
  Sociology Department office.

- Extra credit deadline: 4 PM, Tuesday, March 20, GTF Rienzi’s box.