**Oppression, Resistance, and the Post-Civil Rights Era**

Sociology 445/545 - Sociology of Race Relations  
Winter 2007, CRN: 25291/25292  
Meets: Tuesdays and Thursdays, 2 - 3:20 PM, 125 Chiles

**Professor Jiannbin Lee Shiao**  
Office Hours in PLC 632: Wednesdays, 2-5 PM (Sign-up or drop-in).  
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**Prerequisites:** Sociology 345, or substantively equivalent coursework. As for all 400-level Sociology coursework, also Sociology 310, 311, and 312. OR Ethnic Studies majors who have taken ES 101, 102, & one other ES-prefix course.

**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.

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**Course Description: How have "race" and race relations changed in the United States?**

*I'll say nothing against him [Dr. Martin Luther King]. At one time the whites in the United States called him a racialist, and extremist, and a Communist. Then the Black Muslims came along and the whites thanked the Lord for Martin Luther King.*  
(Malcolm X, Dec. 1964, quoted in [http://www.unix-ag.uni-kl.de/~moritz/xquotes.html](http://www.unix-ag.uni-kl.de/~moritz/xquotes.html))

This course is the second half of the Sociology race/ethnicity sequence. This term, we will study how race relations have changed since the 19th century, examine the sociological conditions for these changes, and evaluate future prospects for change. Conceptually speaking, we will first study the historical issues of oppression and resistance before examining the post-civil rights era.

In the first half, Sociology 345, we studied the ways that individuals have experienced increasing racial and ethnic diversity in recent times. Using the individual as our primary focus, we started with university tensions over diversity and explored the analytic tools of racial moments, contact theory, social constructionism, and status theory -before turning to the ways in which Whites and non-Whites grow up in the U.S. We ended the class with units synthesizing these elements.

*In Sociology 445/545, we shift our attention (1) beyond individuals to intergroup relationships and also (2) backwards in time.* The course readings and class meetings first revisit the historical formation of race in the U.S. in more depth - comparing the major ethnic, colonial, and political theories of race relations in order to explore what is meant by the concept of oppression. Second, we examine the notion of
resistance against oppression by comparing the post-WWII civil rights movement with other forms of resistance, mainly the Native American movement. Lastly, we examine recent scholarship on the post-civil rights era, mainly through student research.

Reflecting this shift in attention, the nature of your assignments for the class will also change. Your paper assignments in Sociology 345 were designed for you to individually reflect upon interpersonal dynamics and analyze them using the course concepts. In Sociology 445/545, you will conduct a more scholarly exploration of research on race relations, culminating in a formal, comprehensive college-level term paper, which you could revise for inclusion as a writing sample in a graduate school application.

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**.
- All readings that are required for graduate students are recommended for undergraduates.
- In addition, students will conduct library research to identify published research for their term paper, reading in full the most relevant articles, chapters, and books.

Assignments and Their Assessment:

- **Class participation** is worth 40% of your final grade and includes class attendance, 3 research homework assignments that prepare you for your term paper, and active participation in group work including a team presentation. I also encourage you to voice your thoughts and opinions as the occasion demands, including during visits to office hours. To be clear, every unexcused absence or incomplete homework will lower your grade.

- During weeks 2-8, you will write and submit 4 reading essays, each covering all of the required reading materials for a given week and a single-spaced page in length for undergraduates and 1-2 pages for graduate students. Extra credit is available to undergraduates for including a recommended reading in a slightly longer essay. Unless otherwise noted in the course schedule, each essay is typically due in the first class meeting of the week for which the readings were assigned. For example, the essay covering the week 3 readings will not be accepted after the Tuesday class meeting in week 3. In total, this assignment is worth 30% of your final grade. A more detailed assignment handout will become available.

- A cumulative final assessment, testing mastery of facts and concepts in the reading materials, lectures, and class discussions, in the form of a formal and comprehensive term paper based on library research, 10-15 pages in length for
Sociology 445 students and 15-20 pages in length for 545 students. This assignment is worth 30% of your final grade.

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 professor on the preceding Monday by 4 pm.

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. The other required readings are available on E-Reserves.

Week 1 (January 9 and 11) Review of Sociology 345 and Introduction to 445/545
- Video-on-reserve: Ethnic Notions (video number 00575).
- Required for Graduate Credit

Week 2 (January 16 and 18) Ethnicity Based Theories of Race Relations
- Library Instruction Session 1: Tuesday; Meet at the Knight Library circulation desk.
- Reading essays: Thursday submission acceptable for this week.
- OMI AND WINANT, pp. 1-50.
- Required for Graduate Credit
Week 3 (January 23 and 25) Nation Based Theories of Race Relations

- **Required for Graduate Credit**

Week 4 (January 30 and February 1) The Civil Rights Movement as a Case of Resistance, Part I

- **Research Homework #1 due on Thursday**
- **Library Instruction Session 2:** Thursday; Meet at the Knight Library instructional classroom.
- **Video-on-reserve:** Eyes on the Prize: Ain't Scared of Your Jails, 1960-1962 (video number 00429, tape 3).
- **OMI AND WINANT, Chapter 6, pp. 95-112.**
- **Required for Graduate Credit**

Week 5 (February 6 and 8) The Civil Rights Movement as Resistance, Part II

- **Reading essays:** Thursday submission acceptable for this week.
- **OMI AND WINANT, Part II, pp. 53-91.**
- **Required for Graduate Credit**
Week 6 (February 13 and 15) Culture and Identity in Resistance

- Research Homework #2 due on Thursday
- Video-in-class: Slaying the Dragon (video number 01646).

Week 7 (February 20 and 22) Legacies of Resistance

- OMI AND WINANT, pp. 113-159.
- Required for Graduate Credit (Select 1 for reading essay)

Week 8 (February 27 and March 1) Bringing Social Class Back In

- Group Presentations: Begin this week (if necessary)
- Required for Graduate Credit (Select 1 for reading essay)
Week 9 (March 6 and 8) Group Presentations

Week 10 (March 13 and 15) Group Presentations and Conclusion

Exam Week (March 19-23)
• Final Paper Due by Wednesday, 11 AM, March 21, Professor Shiao’s box in the main Sociology Department office.
• Extra credit deadline: 4 PM, Monday, March 19.

Appendix: 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 and any group meetings held outside of 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.

• 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. 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.

To reiterate some important **classroom climate issues** from the 345 syllabus: It is my belief that we must create a climate 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 commonalities and differences among us.