Course: Sociology of Race Relations (SOC 445/545, CRN 35786/35799)

Time & Location: Tuesdays & Thursdays, 10 – 11:20 AM
125 Living Learning Center-North

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

Office Hours: Mondays & Wednesdays, 10:30-11:30 AM (drop-in); by confirmed appointment on Fridays, 3-4 PM; or via email

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.

Prerequisites: Sociology majors: The first course in the race/ethnicity sequence (SOC 345) or its equivalent AND the core classes in the Sociology major: SOC 310, 311, & 312. Other majors: Instructor approval for readiness to take upper-division social science credits and for prior coursework equivalent to SOC 345, e.g. 2+ courses in Ethnic Studies.

Please note: You must attend the 4 classes in weeks 8 and 9 that have been set aside for the student-run group seminars.

Course Description:
I'll say nothing against [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://wwwunix-ag.uni-kl.de/~moritz/xquotes.html, accessed March 17, 2008)

In what ways have conceptions of race and racial/ethnic relations changed in the United States? What do sociologists know about race/ethnicity? What should they research further? This course invites students to explore in depth sociological theories about, and areas of empirical research on, race/ethnicity in the United States. We begin with a review of major concepts from the first half of the race/ethnicity sequence with an eye for the role of history in theories of race.
relations, before exploring sociological theories of oppression and resistance. We then turn to “the post-civil rights era” through both instructor-led and student-led seminars on the major subfields of contemporary sociological research on race/ethnicity: (1) racial stratification, (2) racial/ethnic identities and interactions, (3) ethnic assimilation, and (4) racial attitudes. The course concludes with office hour appointments to discuss individual student research into specific topics. The course is geared toward preparing a literature review useful for an honors thesis or other research project with a focus on race/ethnicity in the United States. The course is organized around lectures, discussions, research training, student-led seminars and presentations, and an individual research topic. As the second-half of the sociology race/ethnicity sequence, the course builds on familiarity with the topics of SOC 345; it assumes that students are ready for, and interested in, an intensive study of U.S. racial and ethnic relations, having already taken an introductory course devoted to the study of race/ethnicity.

Course Goals: By the end of this course, students will be able to:

1. Explain the analytic significance of history for the study of race relations.
2. Identify the key similarities and differences among the historic and contemporary experiences of the major ethnoracial groups in the United States.
3. Explain how scholars have understood the concepts of oppression and resistance with respect to race relations, and identify the challenges of these conceptions for social science research.
4. Identify the key elements necessary for a comprehensive grand theory of race/ethnicity.
5. Conduct a literature search on sociological research, develop that search into a preliminary annotated bibliography, and expand & systematize it into a final annotated bibliography.
6. Write a literature review that summarizes the strengths and gaps in professional research on a specific topic and, in line with that analysis, proposes future directions for research and (optionally) social policy or practices.
7. Participate in academic seminars as a respondent to a presentation on a specific topic within a broader field of study.
8. Conduct a group seminar on the significance of a major publication for a subfield within a broader field of study.
9. (For graduate students) Construct a research proposal for an innovative study with an appropriate research design that has a reasonable chance of contributing to the literature on a specific topic.

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’ last names are CAPITALIZED both below and in the Class Schedule.


• **Additional readings** are available through the course’s Blackboard site. These materials are listed in the Course Schedule *without* author capitalization.

• **In addition,** students will conduct library research to identify peer reviewed research for their bibliographies and literature reviews, skimming 15-20 articles, chapters, and books, and reading in full the most relevant 6-10 publications.

**General Course Requirements:** All students are expected to do the required readings, attend lectures, translate class content and experience into their own notes, participate in class discussions, 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 within only 24 hours of its deadline. Last but not least, students are expected to treat class attendance like showing up for work, e.g. do not expect to get “paid” for not showing up.

**Specific Requirements:** Grades are determined by **classroom participation** (35%) including attendance, two homework assignments, contributions to in-class discussion especially making a scheduled response to a seminar and conducting a group seminar, and providing a confidential evaluation of group process; **successful research training** (35%) including a library research homework, an annotated bibliography, and a required office hour visit toward the final paper; and an **10-12pp final paper** (30%) that both reviews the literature on a specific topic and demonstrates a mastery of the relevant course content.

**Graduate students** are responsible for additional readings and will write a 15-20pp version of the final paper, which also proposes a significant research project.

**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 require students with disabilities, including “invisible” disabilities like chronic diseases, learning disabilities, and psychiatric disabilities, to bring me appropriate documentation no later than the end of the second week of the term, and I encourage them discuss with me appropriate academic adjustments or accommodations that might be helpful during my office hours. 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, deadline, and encouragement 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. As noted above, I have distinguished the Blackboard readings from the required texts by capitalizing the authors’ and editors’ last names. By the second class meeting of each week, I expect students in my upper division courses to have not only completed the assigned readings but also digested them in preparation for class discussion. The obvious exceptions are the weeks for which the schedule singles out particular readings to be completed by the first class.

As you may already realize, your internet access to class readings on Blackboard and research sources in the UO Library is neither public nor free. You must access these “institutional subscriptions” from either a computer on campus or a computer that UO servers recognize as an approved client. If you plan to access class materials or conduct library research from off-campus, you may need to establish a VPN connection between your computer and the campus servers such as through the following web-site using your UOregon username and password: https://uovpn.uoregon.edu/+CSCOE+/logon.html. For more details, please see the Computing Center or a UO librarian.
Class Schedule:

Week 1 (April 3 and 5) Introduction and Review of Soc 345: Contact Theory
• **Homework #1:** “Segregation-Whole Population,” due Thursday in class 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. 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.

• **Homework #2:** “Race IAT (‘Black - White’ IAT),” due Thursday in class can be found at: [https://implicit.harvard.edu/implicit/](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.”
Week 3 (April 17 and 19) Conceptualizing Racial Oppression

- **Tuesday:** Meet at the Edmiston Classroom in Knight Library. Guest presentation by Miriam Rigby, Social Science Librarian. The room is reserved for your use until 12 noon if desired.
- OMI AND WINANT, pp. 1-76

Week 4 (April 24 and 26) Conceptualizing Racial Resistance

- OMI AND WINANT, pp. 77-159

Weeks 5-7 (May 1, 3, 8, 10, 15, 17) Seminars on the “Post-Civil Rights Era”

- **Research homework A** due at the start of class on Tuesday, May 1
- **May 1:** BONILLA-SILVA, pp. xiii-24; synthesize preliminary questions and conceptual framework
- **May 3:** BONILLA-SILVA, pp. 25-73
- **May 8:** BONILLA-SILVA, pp. 75-99
- **May 10:** BONILLA-SILVA, pp. 103-149
- **May 15:** BONILLA-SILVA, pp. 151-176
- **May 17:** Your presentation group’s assigned reading

Weeks 8-9 (May 22, 24, 29, 31) Seminars on major empirical subfields

- **May 22:** Racial stratification
  - BONILLA-SILVA, pp. 177-205
- **May 24:** Racial/ethnic identities and interactions
• **May 29: Ethnic assimilation**

• **May 31: Racial attitudes**
  - **For graduate students:** Wodke, Geoffrey. 2012. “The Impact of Education on Intergroup Attitudes: A Multiracial Analysis.” *Social Psychology Quarterly* 75:80-106. (Stable URL: [http://spq.sagepub.com/content/75/1/80](http://spq.sagepub.com/content/75/1/80))

Week 10 (June 5 and 7) Required office hour appointments for final papers (No classes)
- **Annotated bibliographies due** at office hour appointments
- **Friday:** Confidential research group evaluations due on Blackboard
- BONILLA-SILVA, pp. 207-275

Finals Week (June 7-11)
- **Final Paper Due:** Tuesday, June 12, 11:15 AM, via 2 copies: one on Blackboard and the other in the main sociology department office, 736 PLC, which is closed 12 noon – 1 PM.