This course is a graduate-level survey of comparative race and ethnic relations. My primary objective is to provide an intensive introduction to the conceptual, theoretical, and empirical studies of race and ethnicity. The course topics and readings are inevitably selective, given the limitations of one academic quarter and the instructor. For this course, I emphasize “big” universal questions and macro-historical studies of changes in racial ideologies and patterns of dominance and stratification. The course does not really cover many contemporary issues, such as race and ethnic attitudes, racialization of immigrants to the United States and other societies, nationalism and ethnic cleansing, and other important topics (other sociology courses do address some of these issues, including my SOC 467: Immigration and Ethnicity). In teaching this course, my objectives are to 1) introduce students to selected theories/models for race and ethnic differentiation, stratification, and antagonism, 2) prepare students for independent research on race and ethnicity, and 3) provide sufficient background and resources for future teachers of undergraduate courses on race and ethnicity.

Even though this is a course on comparative race and ethnic relations, many of the course readings focus on American society. This imbalance is not simply because of our (or my) interest in our own society and its complex race and ethnic history, but because so much of the classical sociological research is focused on the United States. However, one of the major themes of the course is that we cannot generalize from one society to others. Concepts, measurements, and even models can be borrowed and adapted in other settings, but the facts of demography, conquest, power, stratification, and ideology vary in unexpected and surprising ways over time and from society to society.

There are no formal prerequisites for this course, but students should be willing to be stretched beyond their comfort zone and prior academic training. Many readings will assume that you have more advanced knowledge than you actually possess on such topics as world history and multivariate statistics. I do not expect you to master every detail or method, but you should try to understand the “big picture,” including the ideas, aims, the sources of data analyzed, and the conclusions from each reading.

Each week, you should try to relate each reading to the other assigned readings as well as the readings from earlier weeks. Comparing empirical cases (societies) as well as theories, research questions, analyses and conclusions is the best way to learn the field. Each reading should be evaluated with a critical, even skeptical, mind. Be sure to ask whether the conclusions are supported by the evidence presented in the study.

Course Schedule:
The course will meet weekly on Mondays from 1:30 to 3:20 in 085 Mary Gates Hall. I will begin each class with some introductory comments about the readings and the authors,
for example, why I selected these particular readings and how they fit into the broader research literature. But most of the class time will be devoted to discussion of the readings and your essays about the readings that are posted on the course website (more about this below). The focus of the discussion is to understand the ideas and conclusions of each reading and to evaluate their contributions and weaknesses. Debate and disagreement are part and parcel of all academic discussions, but please remember that you can disagree without being disagreeable and that openness to new ideas (and humility) is the mark of a real scientist.

I will miss one class during the term – Monday, December 2—because of my participation in an international conference. During the last week of the course, students will make “mini’ presentations of their research papers. I will attempt to schedule a second meeting of the class during this week to allow sufficient time for all presentations.

Term papers are due at 5 pm on December 14.

Readings and Weekly Essay Assignments:
There is a very heavy set of assigned readings for each week of the course. Two books are available from the University Bookstore (and are in the UW Library).


All other required readings are available from the course website. The assigned course readings will probably require 10 to 15 hours (maybe more) each week. In order to stimulate your critical thinking and understanding, you will have to write a 2-4 page essay (no more than one thousand words) each week. Your essays should be more than summaries of the readings. Address the question of “what did you learn” about race and ethnic relations or about the appropriate research design(s) of studies of race and ethnicity. Comparing similarities and differences between readings is a good way to begin your essay. These essays must be posted on the online course website by midnight each Saturday. This will give seminar participants (and me) a day and a half to read the essays before our class meeting each Monday at 1:30 pm. Your essays will help me to prepare my comments and to formulate questions for seminar discussion.

Term Paper:
A term paper on a topic related to race and ethnicity is the major requirement of the course. One possibility is to write about the history and state of race and ethnic relations in a plural society, such as Japan, Canada, India, South Africa, France, or Indonesia.

Another possibility is to write a research proposal to test an important hypothesis with empirical data. You do not have to conduct the research, but your proposal should: 1) explain the significance of the research question, 2) review the relevant literature, and 3) describe the data and analytical methods to be used in the research project. The data may be quantitative, qualitative, or an analysis of materials from historical archives. I may be able to suggest references to get you started, but you will need to do a thorough bibliographical search of your topic. Your paper should contain the list of references that
you cite in your paper, which may include course readings. All ideas, facts and interpretations from your readings should be cited in standard academic fashion.

An acceptable term paper should be around 10-20 double-spaced pages (3,000-5,000 words). You should schedule an appointment with me during the first few weeks of the course to discuss your term paper topic, even if you do not have a fixed topic.

**Course Grading:**
The final course grade of each student will be a weighted average of the weekly essays (50%) and the term paper (50%).
READINGS

Week 1 (Oct 5): The Origins of Race and Ethnic Diversity


Week 2 (October 12): The Measurement of Race and Ethnic Diversity


**Week 3 (October 19): Ethnic Blending and In-Between Peoples**


**Week 4 (October 26): Historical Perspective on Race and Racism**


**Week 5 (November 2): Early Sociological Theories of Race and Ethnicity**


**Week 6 (November 9): Ethnic Antagonism and Violence in Modern Societies**


Week 7 (November 16): Contemporary Models of Race and Ethnic Stratification


Week 8: (November 23): Race and Ethnic Segregation


Week 9 (November 30): NO CLASS THIS WEEK

Week 10(December 7 and Date to be Determined) Student Presentations

TERM PAPERS ARE DUE AT 5 PM ON DECEMBER 14

Additional Readings


