



## SOC 444: RACE, ETHNICITY, AND NATIONALITY

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Time and Day: Asynchronous on Canvas

Group Office Hours: W 6:00-6:30 pm (via Zoom)  
Individual Office Hours: R 12:30-1:00 pm ([Sign up](#))

### CATALOG DESCRIPTION

Analysis of the emergence, persistence, and meaning of definitions of racial, ethnic, and national statuses in selected areas of the modern world. Consideration of the consequences of changing definitions for intergroup and global relations. Expected preparation: Soc 200.

### COURSE DESCRIPTION

What does the picture at the top of the page mean? Can you actually tell what race, ethnicity, or nationality a person is by looking at a picture? Perhaps, but if so, how? And even more importantly, how might you be able to be correct about race but incorrect about nationality or any combination of the aforementioned terms? When, why, and where does it matter? We begin the course by discussing key concepts that you should be able to show you understand well by the end of the term. Among these are, of course, race, ethnicity, nationality, assimilation, and immigration. The course materials will acquaint you with these terms as well as how race has been conceptualized and challenged and how nationality may challenge ideas about race and belonging.

To help you understand the concepts mentioned above, you have assigned readings, discussion posts and responses, instructional videos, quizzes, and films or film clips. These will help you to stay on track by managing your time according to a schedule. You are expected to show your understanding of the course concepts and theories by completing quizzes, assignments, and engaging in weekly discussions in the course modules. It may help you to take notes when reading or viewing instructional videos and films. You may find them of use when completing the assignments.

# **COURSE GOALS AND OUTCOMES**

The goal of this course is to provide you the opportunity to apply sociological concepts and theories in the course assignments and to engage in critical thinking in discussion posts and critical viewing about race, ethnicity, and nation in any films or film clips. Thus, you will be an active learner rather than a passive participant.

## **STUDENT LEARNING OUTCOMES**

Upon completion of this course, all students will have either acquired or begun to:

- ✦ Develop the ability to discuss sociological issues/concepts in the study of race, ethnicity, and nationality.
- ✦ Apply their knowledge of course concepts by adequately and appropriately responding to quizzes, essay assignments, and exam questions.
- ✦ Explain how race, ethnicity, and nationality impact individual and group treatment.
- ✦ Understand how social institutions and individual discrimination impact social and economic mobility.
- ✦ Show knowledge of sociological theory through successful completion of course assignments.
- ✦ Enhance their ability to hear and understand the strengths and weaknesses in the arguments of others and in one's own, as well as being able to defend their arguments.
- ✦ Refine their individual writing skills through the completion of writing assignments and essay questions.
- ✦ Be able to critique their writing strengths and weaknesses.
- ✦ Engage in critical thinking using the course materials and in completing assignments.
- ✦ Accurately cite their work in American Sociological Association (ASA) Style format.

## **THE COURSE MATERIALS**

### **Required Readings (available on Canvas):**

All course materials are included in the weekly modules on the course website.

Familiarize yourself with Canvas by viewing the video I have prepared for you. Take time to learn how to navigate the calendar, to-do list, discussion posts, and assignments posted on Canvas. You may print out this syllabus but please be sure to check the version on Canvas as this will also include direct links to readings and videos.

The materials have been selected after careful consideration of their content. We will not be covering race and ethnicity only as they appear in the U.S., in order to give you a better understanding of regional variations. This should help you to understand the broad range of issues that may result from perceptions and treatment due to race, ethnicity, and nationality. This makes it all the more imperative that you take notes when reading or watching instructor-created videos or any assigned films. Pay attention to what is being discussed and how concepts are placed into a historical, social, and political context. If you have questions, bring them up when you are posting your weekly discussions (more on this on page 6).

## **HOW MUCH TIME SHOULD I PUT INTO THE COURSE?**

Each student is responsible for viewing and reading the assigned materials. It is important to participate in the online discussions and complete the assignments because they can help you to better grasp and gain deeper

insight into the material. I have noticed that those who consistently participate in online discussions AND submit the course assignments on time do better in my courses than those who do not. I expect that everyone will say at some point that they “tried hard” or need to pass “in order to graduate” or “keep a scholarship” and should receive a higher grade for their effort. These are not good reasons to receive a higher grade than the one you earned. I cannot give students credit for work not completed or work that is not up to par. There are ways to pass but you must not wait until the last minute to utilize them.

In the hectic world we live in today, we are hard-pressed to find someone who is not busy, however, that does not mean that there are no expectations regarding how much work should go into each course. If you are using your time wisely (turn off the cellphone and get off of TikTok!) you can complete the work in a reasonable amount of time. For the readings and videos, I have taken into consideration how much time it takes on average to read or listen to them. Similarly, I know how long it takes me to write a certain number of words or pages and I have increased the time for you.



Given the advice on [PSU's Academic Planning page](#) on the amount of time allotted for classroom instruction and out of class work for a 4 credit course breaks down to about 4 hours of instruction per week and 8-12 of out-of-class time per week which includes studying, reading, and assignments. It may seem like a lot, but managing time using a calendar or alarm can help determine when there are periods when there is a lot to do and times when there is less to do. The course calendar and to-do list on Canvas show when assignments are due. Pay attention to these!

The course materials will be available in sections. So, while it is possible for you to do some of the material in advance or according to your own schedule, others, such as the weekly discussions will need to be submitted within a one-week period.

For the writing assignments, please review the comments in the rubric. Click the Assignment Feedback box to review comments for each assignment. In some cases, I will provide an audio recording so please be sure to listen to what I am saying about how you might improve. Finally, students also do better if they learn to take suggestions in the manner intended and not as personal attacks. I do not know you and you do not know me. However, I know me and as a professor, I want to see my students progress successfully through the course and through the university. If you are not willing or able to take my comments as constructive criticism, this is probably not the course for you.

## **PSU DISABILITY STATEMENT**

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of the instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. I have already been notified by DRC if you receive accommodations. If you have or think you may have, a disability that may affect your work in this class and believe accommodations are required, contact the [PSU Disability Resource Center](#) site to schedule an appointment and initiate a conversation about reasonable accommodations. You may also contact the DRC by calling 503-725-4150 or via email [drc@pdx.edu](mailto:drc@pdx.edu).

# PSU IX REPORTING OBLIGATIONS

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on [PSU's Sexual Misconduct Response](#) site or you may call a confidential IPV Advocate at 503-725- 5672.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor or the University's Title IX Coordinator or the Office of Affirmative Action. For more information about Title IX, please visit the [PSU Sexual Assault Student Code of Conduct](#) site.

## EXPERIENCING PROBLEMS THAT MIGHT IMPACT YOUR PERFORMANCE IN THIS CLASS?

Please be sure to let me know if you begin to encounter problems understanding the material. If you need assistance, ask for it. Do not feel you are alone. There is help available. If you are dealing with a matter that requires your professors to be notified or where you need help and need to talk to someone on the CARE Team, contact the [Dean of Student Life](#) for assistance. They are located at 433 Smith, by phone at 725-4422, or by email at [askdos@pdx.edu](mailto:askdos@pdx.edu). There are deadlines for requesting permission for a late withdrawal and they are only given for extenuating circumstances. However, prior to this deadline, there is the ability to withdraw from a course without permission. Deadlines are on the [Office of the Registrar's website](#).

## SOME RULES OF THE ROAD

Please refer to me as either "Dr. Jackson" or "Prof. Jackson". You can always reach me during online office hours or by email. You may leave a message on my voicemail which will come to me via email. It is rare that I will not be available during scheduled office hours. If something comes up, I will post a message under Announcements on Canvas or through email.

- Adhere to all deadlines. Use a calendar, hard copy, or virtual to help keep you organized. This is especially important because I do not accept late assignments. Submit assignments early if you believe you will have a problem conforming to deadlines. If you are not checking in to the course site regularly, you will likely miss announcements or assignments. I do not offer extra credit. If you miss an assignment, you have missed it.
- Professors are asked to report students' progress midway through the term to the Registrar's Office and I will be responding to their request for all undergraduate students. In addition, progress reports will be sent to student-athletes or students in the TRIO Student Support Services program.
- If you are a student who is already receiving accommodations through the Disability Resources Center (DRC), I have this information. If you require accommodations but have not requested them, please contact DRC immediately.

- Ethical and professional behavior is standard in all classroom settings (face-to-face and remote). Students must adhere to the university's academic honesty policy and to the professional standards required in all courses in the Department of Sociology.
- If you do not understand a word or phrase I am using in the course videos, assignments, or elsewhere on the course site, please ask. Someone else probably is wondering the same thing! - Get help when you need it. Do not ignore a problem because you feel embarrassed. If you have trouble with note-taking or writing papers, please visit the Writing Center for help. See the Helpful Resources link on Canvas.
- I expect you to do well in the course and you should expect to do well too. I have years of experience as a professor. If I recommend that you do something (i.e., edit your work before submitting it, write more, read the comments provided in graded assignments and/or rubrics, read more, participate more frequently, etc.), it is because I believe it will help you, not because I am mean or do not like you (it is sad that I have to add this, but it is usually these two that students use to make themselves feel better, but not only are these untrue, they are not helpful). Try to adjust your habits so you are more productive. I want you to be successful not only in this course but in any course.
- I have had countless students over the years. I have heard everything. Do not hesitate to see me if you are having a problem with the class. If you need help with things issues that are not related to the class, please seek help from your advisor, the counseling office, DRC, your coach, or whoever is there to assist you. If you want advice about applying to graduate school, looking for internships, etc., please feel free to contact me.

## OFFICE HOURS – GROUP and ONE-ON-ONE OPTIONS

✓ The **group office hour** is just that, an open format that gives you an opportunity to discuss topics that you might be stuck on. The day and times are at the top of the syllabus. The link to group office hours is on Canvas in the calendar. Offices hours are not mandatory and students in asynchronous courses rarely take advantage of them, but I offer them for those who want or need them. You have the option of turning your camera off or on (I tend to have my camera off) and for some students, this is a better option if their Wi-fi is inconsistent. There is also a chat box option for you to type your questions.

✓ **One-on-one office hours** give students an opportunity to discuss anything of a more private nature (i.e., DRC related, confusion about an assignment, clarification about a grade, individualized ideas for how to study and prepare for writing assignments, quizzes, advising, and other types of personal concerns or issues). You can request a one-on-one appointment in one of the available slots as noted at the top of the syllabus. I will send you a confirmation once you have requested your appointment. Although these time slots are limited, if you need more time, we may be able to expand our meeting if no one else is scheduled in the next time slot.

## TECHNOLOGY

Your enrollment in this course is because you are eager to learn the material and to complete the requirements for your degree. If you have Wi-fi limitations, please consider whether the course will work for you given its asynchronous format and required instructor-created videos. In order to address concerns about technology, you have deadlines to complete the work but **do not wait until the last minute**. Submitting assignments early is a much better tactic than waiting 1 minute before you hit the upload or send button. [See Timeliness below for more on this topic.]

# TIMELINESS

Early assignments are not penalized, but late assignments are heavily penalized. Thus, you are encouraged to start assignments early and submit them early on Canvas where indicated. If you need a “nudge” to get you to focus on writing, I highly recommend [Focusmate.com](https://www.focusmate.com) and [TomatoTimer.com](https://tomatotimer.com), writing and time management accountability sites. You should also watch Tim Urban’s TED Talk video, [Inside the Mind of a Master Procrastinator](https://www.ted.com/talks/tim_urban_the_procrastinator). It is entertaining and the speaker makes some very good observations. All of the above can be found on Canvas. I use a timer when I write each morning M-F and I belong to a writing group of sociologists at other institutions where we write weekly for two hours. I have also used Focusmate because I like the idea of writing with some random person anywhere in the world who is also writing. See? Some professors also need support when it comes to making time to write.



## COURSE REQUIREMENTS AND DUE DATES (Read carefully!)

The distribution of the course assignments allows each student to know where they stand during the semester. Please review the course calendar on Canvas for the due dates. They are also in the syllabus (both the PDF syllabus and the electronic syllabus on Canvas) and on the To-Do list on the right side of the page on Canvas. The assignments total 100 points. This is important to understand as some students may erroneously and needlessly panic because they are assuming this is the same as percentages. It is not.

I aim to help you optimize your grade by assigning you projects that are small weekly ones, accompanied by occasional quizzes and writing assignments. In other words, I do not assign one or two large projects to determine your final grade. While there are minimum page requirements for the writing assignments, keep in mind that it is the content that matters as much as the quantity. If you work on assignments at the last minute, do not be surprised if they fall short of delving into the content and are weak when it comes to their analyses. These are areas that stand out, particularly when you have peers who are really delving into the subject matter and who do a deeper analysis in their submissions.

### Weekly Discussions 25 points

During the term, you will be responding weekly to questions or comments I provide in Canvas under Discussions. The purpose of the discussions is to provide me and your classmates with your analysis of the readings and videos in a 300-word minimum original post. These are *due by midnight each Thursday*. In addition to your original post, you are also required to give two 150-word response posts (each) to at least two posts (you are welcome to respond to more) by your classmates. These are *due by midnight each Saturday*. **Tip! Try to avoid waiting until the last minute to post. You will not receive full credit for extremely brief or weak responses.**

### Quizzes 30 points

Participation in the discussions can contribute to your understanding of the material. However, there are other assignments you will be given to help you learn the material. Quizzes are opportunities to stay engaged, check your understanding of the material, and ensure you are not falling behind. There are three quizzes, worth 10 points each, *Weeks 3, 6, and 9*.

## Short Essay Assignments 20 points

There are two (2) short essay assignments worth 10 points each *due by midnight Saturday in Weeks 4 and 7*. These will be brief, ranging from 4-6 pages, (depending on the detailed instructions on each) excluding the reference page. There is a specific purpose for these assignments. They are to help you show you understand the material and are there to prepare you for the final so it is important that you submit them. Detailed information on each of the short-essay assignments will appear on Canvas approximately two weeks before the due date. This gives you ample time in which to begin and finish. You are encouraged to attend group office hours if you need help with an assignment. **Tip! Read the instructions and the rubrics on Canvas for all essay assignments so that you understand how they will be graded.**

## Final Exam 25 points

Your final is *due by midnight, Thursday, June 9, 2022*. This final is the culmination of information you have received during the term and will consist of short essay questions, and questions similar to the quizzes.

**NOTE:** You may opt to submit a final paper of 12-14 pages instead of a final exam by notifying the professor by the start of Week 4 once you have received the grade for your first essay assignment. You may be advised to take the exam or your request approved. You will have a small number of research questions to address. Your paper must have a research question, literature review, discussion, and references in American Sociological Association (ASA) style format. If appropriate, you may use revisions of sections of the short essay assignments that have been edited and reorganized, following the research paper guidelines, to construct the final version.

## “Point Pond” – Non-mandatory Assignments

If you are concerned about your progress and are looking for “extra credit” at the end of the term, I do not offer this. Instead, I offer opportunities to earn extra points (usually one or two points per week and sometimes more) during the term by completing low-stakes non-mandatory assignments. Note that the grades for this course are **POINTS, not percentages**. In Canvas, you will see percentages but do not rely on this to show you where you are. Instead, add up your points and keep a tally so that you know where you are at all times.

## GRADE SCALE

A+*	97-100 points	C+	77-79 points	F	59-0 points
A	94-96 points	C	74-76 points		
A-	90-93 points	C-	70-73 points		
B+	87-89 points	D+	67-69 points		
B	84-86 points	D	64-66 points		
B-	80-83 points	D-	60-63 points		

\*Unfortunately, Banner does not accept A+ grades, but you should nonetheless know where you stand if at the top range.

## COURSE OUTLINE

In addition to the course readings, there are also videos created by the professor that should be reviewed. Some weeks will include an additional video to help you understand the concepts discussed. Readings and videos will be updated in the Syllabus and course Modules links on Canvas if the need arises.

## Week 1: Course Introduction; Race

We begin by looking at history, science, and religion as well as sociological analyses about race and racial formation. This will hopefully increase your comfort level with the information we will cover this term. We also examine how race has taken on meaning in different places and in different times.

- Michael Omi and Howard Winant, "Racial Formation" (from *Racial Formation in the United States from the 1960s to the 1990s*)
- Eduardo Bonilla-Silva, "The Strange Enigma of Race in Contemporary America" (from *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United State*)
- Edward Telles and Tianna Paschel, "Who is Black, White, or Mixed Race? How Skin Color, Status, and Nation Shape Racial Classification in Latin America"
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS

## Week 2: Ethnicity

This week, we focus on ethnic groups and genocide. Other words that capture the meaning of this process are "ethnic cleansing" or "holocaust." It is also a good place in the course to explore how groups that are of the same race but of different ethnic groups use ethnicity and culture to distinguish amongst themselves. We will also examine the role of media and the response by other nations to acts of genocide.

- David Yanagizawa-Drott, "Propaganda and Conflict: Evidence from the Rwandan Genocide"
- Jean Mukimiri, "The Seven Stages of the Rwandan Genocide"
- 100 Days of Slaughter: <http://www.pbs.org/wgbh/pages/frontline/shows/evil/etc/slaughter.html>
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS

## Week 3: Caste

The inclusion of caste gives us the opportunity to see how it compares to race and ethnicity. We begin examining the quintessential focus on caste, India. We then discuss the long-reach of caste and how California had recently addressed caste bias. We will end with a discussion of Michelle Alexander's *The New Jim Crow: Incarceration in the Age of Color-Blindness* where she discusses caste in the U.S.

- K.A. Geetha, "Entrenched Fissures: Caste and Social Differences among the Devadasis"
- Deutsch Welle (DW) "[California Universities to Recognize Caste Discrimination among South Asians.](#)"
- NPR. "[How to be An Anti-Casteist](#)" (34 min. listen)
- Michelle Alexander, "Chapter 1: The Rebirth of Caste" (from *The New Jim Crow: Incarceration in the Age of Color-Blindness*)
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS

## Week 4: Skin Color and Pigmentocracy

It may be surprising for outgroup members to understand that racial groups may distinguish themselves based on skin-color. In other words, it is not just that one is African American, Latinx, Indian, African, Japanese, etc., where different nationalities and ethnic groups may exist. Rather, groups may further make distinctions on who is an appropriate partner or who is considered more attractive. Perceptions of lighter skin versus darker skin add to these complex relationships around race, nationality, ethnicity, social class, and identity.

- Nayeli Y. Chavez-Dueñas, Hector Y. Adames, and Kurt C. Organista, "Skin-Color Prejudice and Within-Group Racial Discrimination: Historical and Current Impact on Latino/a Populations"
- Itisha Nagar, "The Unfair Selection: A Study on Skin-Color Bias in Arranged Indian Marriages"
- Evelyn Nakano-Glenn, "Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners"
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS AND ASSIGNMENT 1



### **Week 5: “Choosing” Identities**

We discuss how skin color or “colorism” influence perceptions of self through the process of “passing” and its use historically and today. We will be discussing the *Loving v. Virginia (1967)* decision and others to understand how the fear of miscegenation (race mixing) was used to ban interracial marriages. In doing so, we also discuss laws prohibiting “fornication” by paying close attention to what they tell us about gender and class/economics.

- Peggy Pascoe “Miscegenation Law, Court Cases, and Ideologies of Race in Twentieth Century America”
- Langston Hughes, “Passing” (from *The Ways of White Folks by Langston Hughes*)
- hephzibah strmic-pawl, Vanessa Gonlin, and Steve Garner, “Color in Context: Three Angles on Contemporary Colorism”
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS

### **Week 6: “Claiming” Identities**

We have discussed race, passing, and skin color in previous weeks. This week we tackle the question: Why are there so many people who seem to be claiming an indigenous ancestry? In doing so, we move to a different kind of discussion that deserves our attention—claiming or choosing to be the “romanticized other.” We unpack this by delving into blood quantum, authenticity policing, and racial boundaries.

- Michael Lambert, “How Grandma Kate Lost Her Cherokee Blood and What This Says about Race, Blood, and Belonging in Indian Country”
- Desi Rodriguez-Lonebear, “The Blood Line: Racialized Boundary Making and Citizenship among Native Nations”
- “Elizabeth Watt and Emma Kowal, “To Be or Not to Be Indigenous? Understanding the Rise of Australia’s Indigenous Population Since 1971”
- Dwanna L. McKay, “Real Indians Policing or Protecting Authentic Indigenous Identity”
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS

### **Week 7: Citizenship and Nationality**

The assumption that citizenship and nationality work the same way in every country is erroneous. In some countries, one may be a citizen based on a claimed nationality through bloodline while in others, this is not possible. The perception of countries as geographical spaces where certain races and accents dominate is also problematic, particularly when ethnic differences abound.

- Yasmin Hussain and Paul Bagguley, “Citizenship, Ethnicity and Identity: British Pakistanis after the 2002 ‘Riots’
- Anthony Daniel Perez and Charles Hirschman, “The Changing Racial and Ethnic Composition of the US Population: Emerging American Identities”
- Nicky Jones, “Beneath the Veil: Muslim Girls and Islamic Headscarves in Secular France”
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS AND ASSIGNMENT 2

### **Week 8: Race, Ethnicity, and the Political Environment**

It is important to examine social ramifications for group race and ethnic identity. Countries may impose restrictions as to who one can enter a country, who different races can marry, and where they can live and be educated. A country and its citizens may also target members of groups who are considered “the other for disparate treatment.

- Karen Manges Douglas, Rogelio Sáenz, and Aurelia Lorena Murga, “Immigration in the Era of Color-Blind Racism”
- Ilir Disha, James C. Cavendish, and Ryan D. King, “Historical Events and Spaces of Hate: Hate Crimes against Arabs and Muslims in Post-9/11 America”

- Cynthia J. Najdowski, Bette L. Bottoms, and Phillip Atiba Goff, “Stereotype Threat and Racial Differences in Citizens’ Experiences of Police Encounters”
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS

### **Week 9: Contentious Spaces**

Space is often contested, particularly when it accompanies identities situated around “otherness.” Some spaces are interpreted to exclude groups while welcoming others. Similarly, symbols such as flags and statues, also can accompany feelings of ownership and exclusion. But spaces can also be fraught with the problems of having dual identities through gender identity, immigrant identity and race, and racial hierarchies that exist within a country’s borders.

- Mary C. Waters, [“Immigrants and American Race Relations](#) Pps. 326-344 in *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge, MA: Harvard University Press.
- Logan Strother, Spencer Piston, and Thomas Ogorzalek, “Pride or Prejudice?: Racial prejudice, Southern Heritage, and White Support for the Confederate Battle Flag”
- Rusi Jaspal and Razina Ferozali, “Social Representations of Britishness among British South Asian Gay Men”
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS

### **Week 10: Who am I? What are We?**

Although we started out the term with a discussion about race, ethnicity, nationality, and caste, there is still much to consider. We end with a few lingering questions about the impact of skin color, race, and identity. What does the future look like for countries experiencing changing demographic compositions and how might this bode for the future when examining identity and belonging?

- Edward Telles, Rene D. Flores and Fernando Urrea-Giraldo, “Pigmentocracies: Educational Inequality, Skin Color and Census Ethnoracial Identification in Eight Latin American Countries”
- Daniel Burdsey, “If I Ever Play Football, Dad, Can I Play for England or India?” *British Asians, Sport and Diasporic National Identities*”
- Anthony D. Perez and Charles Hirschman, “The Changing Racial and Ethnic Composition of the US Population: Emerging American Identities”
- VIEW THE INSTRUCTOR VIDEO
- SUBMIT WEEKLY DISCUSSION POSTS