

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Fall 2013

Discipline: Sociology

Course Title: Race and Ethnic Relations

Sociology 3410

Faculty Name: Dr. Elaine Leeder

Pre-requisites: Introduction to Sociology or one lower division social science course

COURSE DESCRIPTION

In this course we will examine historical and contemporary factors that structure ethnic inequalities, intergroup relations, and conceptions of race and ethnicity. In so doing, we will review major theoretical and empirical works in sociology and demography. Given the global nature of our studies we will also focus on the changing definitions of race and ethnicity as they are manifested in the countries to which we will travel.

Students are encouraged to approach the readings and field experiences with a critical eye and to examine the assumptions on which they are based. We will use them to provide an understanding of racial-ethnic inequality and intergroup relations.

COURSE OBJECTIVES

Class Objectives

- We will examine racial and ethnic differences by looking to the differences between majority and minority racial-ethnic groups in the various countries,
- We will have an eye toward how racial-ethnic differences are crosscut with other social differences based on class, gender, sexuality, age and appearance.
- Students will begin to understand race and ethnic relations within the US and then branch out to the areas of our travels.
- Students will understand issues related to race and ethnic relations in American history, with specific focus on domination, and justice.
- Students will compare US race relations with those in other parts of the globe
- Students will learn through lectures, presentations and film viewings, and will focus on collaborative, interactive learning.
- Students will learn to work together in small groups on discussions and field observations.

REQUIRED TEXTBOOKS

AUTHOR: Gallagher, Charles A.

TITLE: Rethinking the Color Line: Readings in Race and Ethnicity

PUBLISHER: McGraw Hill

ISBN #: 978-0-07-802663-8

DATE/EDITION: 5th edition

AUTHOR: Mark Mathabane

TITLE: Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa

PUBLISHER: Free Press

ISBN#: 0684848287

DATE/EDITION: 1986

TOPICAL OUTLINE OF COURSE

B1: The Meanings of Race and Ethnicity

- Ch. 3. Omi, Michael and Howard Winant. "Racial Formations," in *Rethinking the Color Line*
- Excerpts from The Difficult Difference: Race, Religion and the New Northern Ireland. Portland Oregon: Irish Academic Press. 2010
- Ch. 15. Blumer, Herbert. "Race Prejudice as a Sense of Group Position." In *Rethinking the Color Line*
- Ch. 17. Merton, Robert K. "Discrimination and the American Creed." In *Rethinking the Color Line*
- Ch. 31. Kristin v. Aisha; Brad v. Rasheed: "What's in a Name and How It Affects Getting a Job" In *Rethinking the Color Line*

St. Petersburg Russia August 29-September 1

B2: Discrimination and Racism; Prepare for Russia

- Ch. 16. Sterba, James. "Race and Gender Discrimination: Contemporary Trends"
- Documentary: *Race: the Power of an Illusion. The Differences Between Us*. California Newsreel. 2003.

B3: Colorblind America? Debrief Russia, Prepare for Germany

- Ch. 12. Gallagher, Charles A. "Color Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America."
- Ch. 13. Gunier, Lani and Torres, Gerald, "The Ideology of Colorblindness"

- Ch. 14. Gans, Herbert. “The Possibility of a New Racial Hierarchy in the 21st Century United States”

September 5-8: Hamburg, Germany

B4 : Immigration: Documented and Undocumented; Preparation for Belgium and France

- Ch. 41. Stephen Steinberg. “The Melting Pot and the Color Line” and “Seeing the Big Picture: Who is Allowed to ‘Melt’ in the Pot? Who Wants To?”
- Ch. 18. Moustafa Bayoumi. “How Does it Feel to be a Problem?”
- “Minorities, Crime and Criminal Justice in Belgium” Pamela Irving Jackson in Minorities, Migrants and Crime: Diversity and Similarity across Europe and the US. Ineke Hael Marshal, editor. Thousand Oaks: Sage, 1997 (on reserve)

September 12-14: Antwerp, Belgium

September 15-16: LeHavre, France

B5: Immigrants, Refugees, and the Shadow of the Homeland; Prepare for Ireland

- Ch. 44. Mary Waters. “Ethnic and Racial Identity of Second Generation Black Immigrants in NYC
- Ch. 44. “Seeing the Big Picture: Is a Nonethnic Racial Identity Possible?”
- Excerpts from Racism in the Irish Experience. Garner, S. London: Pluto Press, 2004 (on reserve)

B6: Racial-Ethnic Identities and Experiences; Preparation for Portugal and Spain

- Ch. 29 Pager, Devah. “The Mark of a Criminal Record”
- Ch. 32. Waldinger, Roger. “When the Melting Pot Boils Over: The Irish, Jews, Blacks and Koreans of New York
- Racism: A Global Reader Reilly, Kaufman and Bodino. Armonk, NY: ME Sharpe, 2003; articles on racism in England and Spain; racism in US and South Africa (on reserve)

FIRST PORT OBSERVATION DUE

September 20-23: Dublin, Ireland

B7: Racial-Ethnic Identities and Experiences

- Reader: Abel Valenzuela Jr. and Elizabeth Gonzalez , “Latino Earnings Inequality: Immigrant and Native-Born Differences,” from *Prismatic Metropolis.* 2000. NY, NY: Russell Sage Foundation.
- Ch. 36 Dirks, Danielle and Jennifer Mueller. “Racism and Popular Culture”

- Handout of Race Construction in Morocco

September 27-28: Lisbon, Portugal

September 29: In transit

September 30-October 1: Cadiz, Spain

October 3-6: Casablanca, Morocco

B8: Racial-Ethnic Identities and Experiences: African Americans

- Ch. 22. Anderson, Elijah. “The Code of the Streets”
- Ch. 33. Newman, Katherine and Ellis, Catherine. “‘There’s No Shame in My Game’: Status and Stigma among Harlem’s Working Poor”
- Ch. 27. Alexander, Michelle. “The New Jim Crow”
- Ch. 28. Bobo, Lawrence and Victor Thompson. “Racialized Mass Incarceration: Rounding Up the Usual Suspects”

B9: Racial-Ethnic Identities and Experiences: Native Americans

- Ch. 9. Wilkins, David. “A Tour of Indian Peoples and Indian Lands”
- Ch.39 Merskin, Debra. “Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising
- Film: Reel Indians

B10: Racial-Ethnic Identities and Experiences

- **Film** *Amreeka*, 2009. Directed by Cherien Dabis.

In Class Midterm Exam

B11: Racial-Ethnic Identities and Experiences: Asian Americans

- Ch.10. Espiritu, “Asian American Panethnicity: Bridging Institutions and Identities”
- Ch. 34. Bao, Xiaolan, “Sweatshops in Sunset Park: A Variation of the Late Twentieth Century Chinese Garment Shops in New York City”

October 13-16: Takaradi, Ghana

October 17-18: Tema, Ghana

B12: Racial-Ethnic Identities and Experiences: Preparation for South Africa

- Kaffir Boy, all
- Excerpts from McDonald, Michael. “Why Race Matters in South Africa” Harvard University Press, 2012 (on reserve)

B13: Racial-Ethnic Identities and Experiences: Arab Americans

- Ch. 42. Suleiman, Michael. “The Arab Immigrant Experience.”
- Finish Kaffir Boy

October 26-30: Cape Town, South Africa

B14: Racial-Ethnic Identities and Experiences: Latinos/Latinas;

- Kandel, William and Emilio Parrado. “Hispanics in the American South and the Transformation of the Poultry Industry”

B15: Race and Romance

- Ch. 45. Dalmage, Heather M. “Discovering Racial Borders.”
- Ch. 44. Kennedy, Randall, “Captain Kirk Kisses Lieutenant Uhura: Interracial Intimacies—the View from Hollywood

SECOND PORT OBSERVATION DUE

B16: Race and Health

- Ch. 7. Shapiro, Thomas, “Transforming Assets: The Racial Wealth Gap and the American Dream
- Ch. 6. Williams, David and Michelle Sternthal, “Understanding Racial-Ethnic Disparities in Health
- **Film**” Black in Latin America: Brazil: A Racial Paradise?

B17: Race, Immigration, and Gangs

Film *Sin Nombre*, 2009. Directed by Cary Fukunaga.

- Reader: excerpt from Brazil’s New Racial Politics Reiten, Mitchell, editors, Boulder: Lynne Rienner Press, 2010

B18: Residential Segregation; Prepare for Argentina

- Ch. 21. Massey, Douglas S. “Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas”
- Ch. 25. Zenk, Shannon, “Why Are There No Supermarkets in My Neighborhood?: The Long Search for Fresh Fruit, Produce, and Healthy Food”

November 12-15: Buenos Aires, Argentina

B19: School Segregation and Higher Education; Prepare for Brazil

- Reader: The Growth of Segregation: African Americans, Latinos, and Unequal Education,” in The Structure of Schooling: Readings in the Sociology of Education, Gary Orfield pp. 194-206

November 20-22: Rio de Janeiro, Brazil

THIRD PORT OBSERVATION DUE

B20: School Segregation and Higher Education

- Reader: Affirmative Action: Diversity, Merit and the Benefit of White People
- Reader: “From the Polls: Affirmative Action,

B21: Gay Men Inequality

- Reader: Marcus Anthony Hunter, “All the Gays are White and all the Blacks are Straight: Black Gay Men, Identity, and Community.”
- **Film:** *Race: the Power of an Illusion. The House We Live In.* California Newsreel. 2003.

B22: Wealth Inequalities

- Ch. 50 Gallagher, Charles. “Ten Simple Things You Can Do to Improve Race Relations”

December 2-5: Manaus, Brazil

FOURTH PORT OBSERVATION DUE

B23: Wealth Inequalities:

- Chapter 49 Lui, et al. “ Policy Steps toward Closing the Gap”

B24: Wrap up – what have we learned about social inequality based on race and ethnicity

B25: Final

FIELD WORK:

Field Lab:

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab. The field lab for this course will take place on Day 2 in Dublin, Ireland – Saturday, 21 September.

In the course of this voyage a field assignment will be made for an eight hour experience required for the course.

Students will take a walk with Sinn Fein, a political party in Ireland. The name of the party has conflicted meanings but is attributed to mean “We Ourselves.” The phrase is a statement of intent used against British rule at the time of the foundation of this political party. The phrase suggests that Ireland should be ruled by “We Ourselves,” in other words, the Irish people. Sinn Fein is a left wing, Irish republican political party. Founded in 1905 by Arthur Griffith, Sinn Fein took its current form in 1970 after a split within a larger political party. Sinn Féin has elected representatives in both Northern Ireland and the Republic of Ireland. This Field Lab will involve the walking tour led from the Sinn Fein Bookstore (approximately 1.5 hours; wear comfortable walking shoes). We will follow in the footsteps of the Rebel leaders Michael Collins, James Connolly and Pádraig Pearse. We will hear the story of Ireland's fight for freedom as told by Irish Republican, we will hear the story of the 1916 rising. The tour tells how the forces of the Irish Citizens Army and the Irish Volunteers came together as the I R A and how they took on the British Empire. Learn how the rising came about and what happened before and after it. We will visit the places where Ireland's history unfolded and in the words of Yeats “a terrible beauty was born”. Following the walking tour, we will travel to Kilmainham Gaol, the jail that was the site of events leading to Ireland emergence as a nation separate from England. It is one of the largest unoccupied gaols (prisons) in Europe, covering some of the most heroic and tragic events in Ireland's emergence as a modern nation from 1780s to the 1920s. Attractions include a major exhibition detailing the political and penal history of the prison and its restoration.

This field lab is a requirement of Professor Leeder's Race and Ethnicity course. The themes of the class (including oppression, class conflict, and ethnic differences) will be illustrated through the walking tour and tour of the prison.

Goal: For students to see race and ethnic relations in operation in Ireland

Activity and Measurement: The students will meet a specialist in the field and observe race relations in operation. Later they will write a 3-5 page paper on the assignment

Percentage of grade: Twenty percent of the grade for this component

Field Assignments:

In the course of the voyage each student will also be required to do **FOUR** port observations on the nature of race/ethnic relations in that country. The students will be provided a field observation prompt outlining the suggested items for observation. The lenses will include intergroup relations and socialization, in group and out group interactions, gender relations related to race and ethnicity, age based racial and ethnic interactions and observations on intergroup conflict. Each observation will be worth **5 POINTS**, for a total of **20 points**.

METHODS OF EVALUATION / GRADING RUBRIC

Midterm Exam	20%
Final Exam	20%
Port Observations (4)	20%
Field Assignment (8 hours)	20%
<u>Class Participation</u>	<u>20%</u>
	100%

RESERVE LIBRARY LIST

AUTHOR: Garner, S.

TITLE: Racism in the Irish Experience

PUBLISHER: London: Pluto Press

DATE/EDITION: 2004

Ranked for purchase: 1.

AUTHOR: Ineke Haen Marshall (editor)

TITLE: Minorities, Migrants and Crime: Diversity and Similarity Across Europe and the US

PUBLISHER: Sage

DATE: 1997

Ranked for purchase:2

AUTHOR: Reilly, Kevin, S. Kaufman and Angela Bodino (editors)

TITLE: Racism: A Global Reader

PUBLISHER: ME Sharpe

DATE: 2003

Ranked for purchase: 3

AUTHOR: McDonald, Michael

TITLE: Why Race Matters in South Africa

PUBLISHER: Harvard University Press

DATE: 2012

Ranked for purchase: 4

ELECTRONIC RESOURCES: Professor will provide copies to the library for scanning for a READER for the course

Excerpts from The Difficult Difference: Race, Religion and the New Northern Ireland. Portland Oregon: Irish Academic Press. 2010

Excerpt from “The Changing Face of America: Immigration, Race/Ethnicity and Social Mobility,” by Zhou Min

Excerpt from Leisy Abrego, “Legitimacy, Social Identity, and the Mobilization of Law: The Effects of Assembly Bill 540 on Undocumented Students in California

Excerpts from “Straddling Different World: Acculturation of Vietnamese Refugee Children” by Zhou Min

Excerpt from “Immigrant Parents and their Emigrant Adolescents: The Tension of Inner and Outer Worlds” by Mann, Mali

Excerpt from “Latino Earnings Inequality: Immigrant and Native-Born Differences” from Prismatic Metropolis. By Valenzuela, Abel Jr. and Elizabeth Gonzalez. Russell Sage: 2000

Excerpt from Brazil’s New Racial Politics Reiten, Mitchell (editors). Lynne Reinner Press, 2010

Excerpt from “African American Males in Decline: A Los Angeles Case Study.” Johnson, James Jr., Walter Farrell Jr. and Jennifer Stoloff

Excerpt from “All the Gays are White and all the Blacks are Straight: Black Gay Men, Identity and Community.” Marcus Anthony Hunter.

Excerpt from “Overcoming Patriarchal Constraints: The Reconstruction of Gender Relations among Mexican Immigrant Women and Men”

Excerpt from “The Growth of Segregation: African Americans, Latinos and Unequal Education” in The Structure of Schooling: Readings in the Sociology of Education. Gary Orfield, pp. 194-206

Excerpt from “Affirmative Action: Diversity, Merit and the Benefit of White People” and “From the Polls: Affirmative Action”

ADDITIONAL RESOURCES

FILMS:

- Black in Latin America: Brazil-A Racial Paradise?
- Race: The Power of an Illusion: Differences Between Us; Race: The Power of an Illusion: The House We Live In. California Newsreel, 2003
- Amreeka, 2009 Directed by Cherien Dabis

- Brick by Brick: A Civil Rights Story
- Reel Injun

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

AUTHOR: Gallagher, Charles A. TITLE: Rethinking the Color Line: Readings in Race and Ethnicity PUBLISHER: McGraw Hill ISBN #: 978-0-07-802663-8 DATE/EDITION: 5th edition. AUTHOR: Mark Mathabane TITLE: Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa PUBLISHER: Free Press ISBN#: 0684848287 DATE/EDITION: 1986. Topical outline of course. A1: The Meanings of Race and Ethnicity Ch. 3. Omi, Michael and Howard Winant. "Racial Formations," in Rethinking the Color Line. Excerpts from The Difficult Difference: Race, Religion and the New Northern Ireland. Portland Ore... Rethinking the Color Line helps make sense of how race and ethnicity influence aspects of social life in ways that are often made invisible by culture, politics, and economics. The readings reflect a variety of approaches to studying race and ethnicity: a focus on specific minority groups; two or more groups in comparative perspective; and topics that look at the experience of many groups historically and within social institutions. Rethinking the Color Line helps make sense of how race and ethnicity influence aspects of social life in ways that are often made invisible by culture, politics, and economics. The readings reflect a variety of approaches to studying race and ethnicity: a focus on specific minority groups; two or more groups in comparative perspective; and topics that look at the experience of many groups historically and within social institutions. Readers will see how they influence and in turn are influenced by race and ethnic relations. The new Sixth Edition has been thoroughly revised, with 18 new selections addressing topics that reflect the current debates and state of contemporary U.S. race relations, including: Current representations of Arabs and Muslims in the media. Race and ethnicity: sociohistoric constructions -- Race and ethnicity: contemporary socioeconomic trends -- Race as chameleon: how the idea of race changes over time and place -- Color-blind America: fact, fantasy, or our future? -- Understanding racism -- How space gets raced -- Race and criminal justice: oxymoron or an American tragedy? The featured readings effectively engage students by helping them understand theories and concepts. The Sixth Edition has been thoroughly revised, with 18 new selections from the most current literature in this field". Reviews.