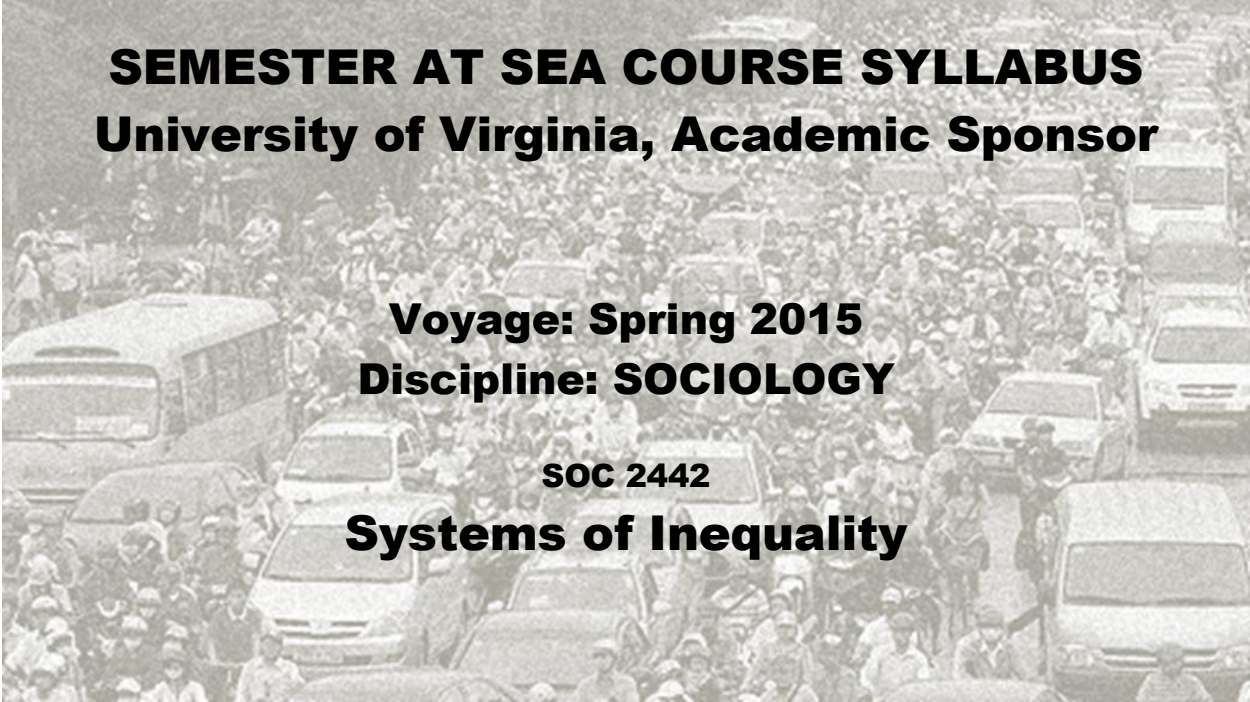




SEMESTER AT SEA COURSE SYLLABUS

University of Virginia, Academic Sponsor

Voyage: Spring 2015
Discipline: SOCIOLOGY

SOC 2442
Systems of Inequality

Voyage: Spring 2015

Discipline: Sociology

SOC 2442: Systems of Inequality

Lower Division

Faculty Name: Michelle M. Camacho, PhD, Full Professor: University of San Diego

Credit Hours: 3; Contact Hours: 38

COURSE DESCRIPTION

Overview: In an age of widening social polarization, the intersections of power, structure and agency are at the heart of sociological inquiry. The course will consider social problems relating to individuals and structures in comparative contexts, including stratification, social change, and struggles for peace and justice as they relate to issues of class, race, gender, sexuality and citizenship. We will also engage in inductive fieldwork and learn the basics of how sociological research is conducted. A camera will be required for a visual sociology project; we will theorize the tourist gaze as a case study.

The goal of the class is to be able to critically analyze ongoing social issues using a sociological framework. You might begin to question your “taken– for –granted” assumptions about everyday life. Adopting a sociological perspective entails looking at the world from a different vantage point than the one you typically use; therefore much of the material presented in this course may challenge your values and beliefs. Whether your ideas ultimately change or remain the same, this course should help you clarify why you believe what you believe, help you understand the implications and consequences of those beliefs, and help you to compare your perceptions with empirical studies of the social world. Our research learning process will provide a good foundation for any future social science courses you may take.

COURSE OBJECTIVES

- 1 – To critically identify and discuss issues of power and inequality as they relate to the creation of social problems.
- 2 – To explain how larger social structures relate to our individual lives.
- 3 – To describe how sociologists conduct research about social problems, and to practice introductory-level social inquiry.
- 4 – To learn how to use elementary data analysis to carry out analysis of social problems and to write up these findings as research reports.
- 5 – To describe and detail how social problems relate to social inequality and social justice, with particular consideration of race, ethnicity, gender, sexuality & social class in comparative and cross-cultural contexts.

REQUIRED TEXTBOOKS

AUTHOR: Garth Massey, Editor
TITLE: *Readings in Sociology*
PUBLISHER: Norton Press
ISBN #: 978-0-393-91270-8
DATE/EDITION: 2011/7th edition

AUTHOR: Mathabane, Mark
TITLE: *Kaffir Boy: An Autobiography of a Black Youth's Coming of Age in South Africa*
PUBLISHER: Free Press
ISBN #: 0684848287
DATE/EDITION: 1998

Selected readings:

Selected journal articles and book chapters, available via digital download
(Available on shipboard drive)

Other materials required for this class: Camera; also PowerPoint; Keynote; or Prezi software.

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 7:

A1- January 9: Welcome & Syllabus Review

Introduction and overview of sociological perspectives on contemporary social issues.

A2-January 11: Social research-- How do sociologists examine social problems?

Read Chapter 1: Sociology as an Individual Pastime (from *Invitation to Sociology*). Peter L. Berger pp 3-12.

Read Chapter 4: The Stranger by Georg Simmel pp 27-32.

Read Chapter 18: On Face-Work by Erving Goffman pp 185-196.

Introduction to the process of sociological research: what are the types of data used by sociologists? Student slide show homework presentations

Goal: to understand the basics of the research process -- how sociologists measure/interpret social issues

A3- January 13: The Sociological Imagination

Read Chapter 2: Personal Experiences and Public Issues (from *The Sociological Imagination*). C. Wright Mills pp 13-18

Read Chapter 3: What Makes Sociology Different? (from *The Rules of Sociological Method*) Émile Durkheim pp 19-26.

C. Wright Mills wrote a book called *The Sociological Imagination* in 1959. Read this selection and figure out: what is a sociological imagination? Look around your everyday life and think of three to four ORIGINAL examples of tensions between private trouble and public issues (for example, unemployment in this economy; divorce; war).

Illustrating the Sociological Imagination: Walking Tour on ship

Goal: To understand how sociologists relate the micro to the macro.

Hilo: January 14

A4-January 16: Globalization, World Economy, Structure and Agency

Read: Thomson, J. W. (2001). Globalization: Its Defenders and Dissenters. *Business & Society Review*, 106(2), 170-190.

Goal: Consider the following: "Regarding globalization, are you a defender or a dissenter? Why?"

In-class activity using roles of proponents and opponents of globalization.

A5-January 19: Stratification and Social class differences

In class experiential activity. Due next class, reflection essay. This activity cannot be made up if missed.

Read Chapter 31: Uses of the Underclass in America, by Herbert J. Gans, pp. 339-52.

Study Day: January 21

A6- January 22: Privilege, Power and Inequality

STRATIFICATION HOMEWORK 1 due: reflection essay based on our in-class activity

Read: Camacho, M. (2004). Power and privilege: Community service learning in Tijuana. *Michigan Journal of Community Service Learning*, 10(3), 31–42

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and freedom*, 49(4), 10-12.

A7-January 24: Globalization and hybridity

Reyes-Ruiz, R. (2005). Music and the (Re) creation of Latino Culture in Japan 1. *Journal of Latin American Cultural Studies*, 14(2), 223-239.

Reyes-Ruiz, R. (2005). The Latino Culturescape in Japan. *Diaspora: A Journal of Transnational Studies*, 14(1), 137-155.

Film: *Salsa in Japan: A Japanese and Latino Mix*. Written and produced by Elizabeth Chamberlin. 2003. 25 minutes.

Yokohama: January 26-27

In-Transit: January 28

Kobe: January 29-31

A8- February 1: Production and consumption: Authenticity and fakes

China

Read chapter 10. McDonald's in Hong Kong: Consumerism, Dietary Change and the Rise of a Children's Culture (from *Golden Arches East*). James I. Watson pp 97-109.

Hansen, G. H., & Moeller, H. K. Looking at Vuitton: Negotiating value and price of counterfeit merchandise in Shanghai's Xiangyang market. *Intellectual Property Rights in Contemporary Capitalism*. Routledge. pp 1-29.

Pang, L. (2008). 'China Who Makes and Fakes': A Semiotics of the Counterfeit. *Theory, culture & society*, 25(6), 117-140.

Optional reading: Hennessey, W. (2011). Deconstructing Shanzhai-China's Copycat Counterculture: Catch Me If You Can. *Campbell L. Rev.*, 34, 609-660.

On fake stores:

<http://www.theguardian.com/technology/pda/2011/jul/21/fake-apple-store>

On fake walnuts:

<http://www.businessinsider.com/chinese-walnuts-filled-with-cement-2013-2>

Shanghai: February 3-4
In-Transit: February 5-6
Hong Kong: 7-8

A9- February 9: Human rights, authority and responsibility: War

Read chapter 5. The My Lai Massacre: A Crime of Obedience? (from *Crimes of Obedience: Toward a Social Psychology of Authority and Responsibility*). Herbert C. Kelman and V. Lee Hamilton pp 32-51.

Berman, D. M. (1988). "Every Vietnamese Was A Gook:" My Lai, Vietnam, and American Education. *Theory & Research In Social Education*, 16(2), 141-159.

Zeitlin, Maurice, Kenneth G Lutterman, and James W Russell. 1973. Death in Vietnam: Class, Poverty, and the Risks of War. *Politics & Society* 3(3):313-28. (note to students: Use this article for thinking about Field Assignment 3: Social class, Inequality and the Environment.)

Film: *Hearts and Minds*, first 43 minutes only.

Ho Chi Minh: February 11-16

A10- February 17: Racism & Migrant labor, Singapore's Little India

Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Review*, 465-480.

http://www.nytimes.com/2013/12/28/opinion/singapores-angry-migrant-workers.html?_r=0

Read: Barker, J., Harms, E., & Lindquist, J. (2013). *Singapore* in Figures of Southeast Asian Modernity. University of Hawaii Press: Honolulu, HI. Pp 195-213.

Singapore: February 19-20
Study Day: February 21

A11-February 22: Islamophobia & Refugee camps along Myanmar's border

Read: Green, P. (2013). Islamophobia: Burma's racist fault-line. *Race & Class*, 55(2), 93-98.

Phillips, A. (2013). The World's Blind Spot. *Harvard International Review*, 35(2), 31-33.

In class discussion: Compare/Contrast with US-Mexican undocumented immigrants

Rangoon: February 24-March 1

A12-March 2: Reflection, Discussion
Due: McDonaldization Project

A13- March 4: Discrimination and minority rights

Waghray, A. (2010). Caste Discrimination and Minority Rights: The Case of India's Dalits. *International Journal On Minority & Group Rights*, 17(2), 327-353.

Gayatri Reddy, (2003) Excerpts from “The Men Who would Be Kings: Celibacy, Emasculation and Re-Production of the Hijras in Contemporary Indian Politics.” *Social Research*, 70(1), 163-200.

Film: *Mr. And Mrs. Iyer*

Cochin: March 6-11

Study Day: March 12 (Note to students: start reading *Kaffir Boy*)

A14-March 13: Social Constructions of Femininity

Work, Gender Inequality and Family

Read Chapter 41: The Emotional Geography of Work and Family Life, by Arlie Hochschild, (in reader, pp 439-452)

Film: *Killing Me Softly 4*

A15-March 15: Masculinity & Heteronormativity

Read Chapter 14: Boyhood, Organized Sports, and the Construction of Masculinities, by M. Messner, pp. 137-152

Sociological Perspectives on Sexual Orientation, Homophobia and Heteronormativity

Film clips: *Tough Guise 2*

Study Day: March 17 (Note to students: finish reading *Kaffir Boy*)

Port Louis: March 18

A16- March 19: Apartheid

Reading assignment:

Kaffir Boy: An Autobiography (read the entire book for today) pp 1-368.

Discussion

A17-March 21: Apartheid (continued)

Reading assignment:

Kaffir Boy: An Autobiography: Conclude discussion

DuBois, W. E. B. (1903). *The Souls of Black Folk*. Chicago: A.C. McClurg & Co., pp 7-16.

Desmond Tutu (1996). *Rainbow People of God*. Image Press. Chapter 20, “We are the Rainbow

People!” pp 185-191.

A18- March 23: Effects of South African colonial history

Scheper-Hughes, Nancy (2002). Who’s the Killer? Popular Justice and Human Rights in a South African Squatter Settlement Camp, *Social Justice* 22(3): 143-64.

Melissa Harris-Perry, “Black Citizenship and South Africa,” *The Nation*, April 6, 2009.

Cape Town: March 25-30

Study Day: March 31

A19-April 1: Oral Presentations (part I)

A20-April 3: Oral Presentations (part II)

A21- April 5: Power, inequality and “the gaze”

Bruner, Edward M. & Barbara Kirshenblatt-Gimblett (1994). Maasai on the Lawn: Tourist Realism in East Africa. *Cultural Anthropology*, pp 435-470.

Tema (Accra): April 7-9

Takoradi: April 10-11

A22-April 12: Research Ethics

Read Chapter 8: “Racism and Research: The Case of the Tuskegee Syphilis Study” by Allan M. Brandt, pp 64-78.

Goal: To examine two famous cases in social science research and understand the importance of research integrity and prevention of harm to human subjects

A23: April 14 Identity in the context of Morocco

Reading assignments, Contrast the following two articles:

- 1) Adele Wilde-Blavatsky, To Be Anti-Racist Is To Be Feminist: The Hoodie and the Hijab Are Not Equals. *Feminist Wire*, April 13, 2012 <http://thefeministwire.com/>

- 2) Jadaliyya, Collective Response.

<http://www.jadaliyya.com/pages/index/5064/a-collective-response-to-to-be-anti-racist-is-to-b>

Read Chapter 9: To Veil or Not To Veil? A Case Study of Identity Negotiation among Muslim Women in Austin, Texas by Jen'nan Ghazal Read & John P. Bartkowski (in reader, chapter 9) pp 79-97.

A24: April 16: Equality in Morocco

Katie Zoglin (2009). Morocco's Family Code: Improving Equality for Women. *Human Rights Quarterly*, 31 (4): 964-984.

Study Day: April 18

April 19: Global Lens Exams and Study Day

Casablanca: April 20-24

A25: A Day Finals

April 29: Arrive in Southampton

FIELD WORK

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 your field lab.

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)*

Proposed field lab: Ghanaian Drumming and Dance

This field lab takes place at the University of Ghana in Legon, Ghana, where the highlight will be a drum and dance workshop held on the grounds of the university. This lab will also include a tour of the university, its Center for African Studies, and an overview of its important role in the preservation of local cultures and traditions in Ghana after independence. Ghana's first president, Kwame Nkrumah, opened the Center shortly after independence as a way to institutionalize the study of local culture. He also instated a music requirement for all majors in the university to ensure that all students would have a basic understanding of how to perform some aspect of traditional music. Finally, he also helped create the Ghana Dance Ensemble, a state-funded performing arts troupe whose mission is to perform, celebrate, and preserve musical arts of some of Ghana's largest ethnic groups. Because of these actions, the University of Ghana has been central in preserving Ghanaian music and culture in the post-independence era. Students will also have an opportunity to explore the university grounds and see how local college students live, study, and socialize.

Academic Objectives:

1. To contrast participation and observation as sociological modes of inquiry.
2. To participate in Ghanaian dance and drumming as a reflexive exercise.
3. To critically analyze and theorize the power of the tourist gaze through the lens of Ghanaian dance.
4. To gain comparative knowledge about institutional structures by contrasting Ghanaian university life with US university life. We will tour the University of Ghana campus and experience a taste of college life in Ghana.
5. Develop a sense of appreciation for the central role that the University and its Center for African studies has played in preserving Ghanaian performing arts.

FIELD ASSIGNMENTS

Field Lab Assignment: 1) Select a reading from the reserve list below and read it before we arrive in Ghana. Prepare two questions based on your reading that you hope to answer in the course of your time in Ghana. How does the reading relate to what you have learned during field lab and your time in Ghana? 2) Contrast the experience of participating in the Ghanaian dance exercise with the experience of observing from the perspective of a tourist. Use terminology from Bruner & Kirshenblatt-Gimblett and Camacho to theorize this experience. 3) Consider how is tourism related to power relations and inequality? Is it possible to not be a tourist when travelling abroad (and if so, under what conditions)? Explain your response. 4) Propose an idea for deconstructing power relations among tourists and toured in the context of Ghana. Describe what type of activity might achieve this. Why/how would your proposed activity achieve this objective?

Field Assignment #1) McDonaldization Project

The specific learning goals for this assignment are: (1) to understand the routinization of labor; (2) to develop a critical awareness of a global organization in specific local contexts; (3) to theorize rational efficient forms of social organization and social control; and (4) to practice participant observation as a social research method.

Pick a site: Visit at least one McDonald's fast food restaurant in one of the following countries: Japan, China, Singapore, Burma or India. Sit at a booth where you can observe what is going on at the counter and behind the counter.

Observations to be filled out as you observe or shortly thereafter:

1. What is the complete cycle of interaction between a customer and the employees behind the counter? Write it out in terms of its steps.
2. How many different jobs are there behind the counter? Write down some possible job titles for them.
3. Is someone obviously in charge? How do you know?
4. How is he/she controlling what the employees are doing?

Analysis: Read chapter: 42. The McDonald's System (from The McDonaldization of Society). By George Ritzer. Identify these principles in the context of your site visit: efficiency, calculability, predictability, and control. Discuss: How is this McDonald's different from and similar to a McDonald's in your hometown? Factors to consider include: what are the customers doing in addition to eating? Who is alone? How long do the customers stay? What other variables are salient in your observation?

In addition, reflecting on the issue of control, as presented by Ritzer, describe one of the following cases: 1) identify and discuss your "worst job". What made it bad? In what ways was your work *McDonaldized*? OR 2) identify and discuss an experience that you have had, at home or abroad, in which your leisure time was *McDonaldized*. Incorporate sociological terminology in your response.

Field Assignment #2: Social class, Inequality and the Environment: Group Project

The specific learning goals for this assignment are: (1) to expand students' understanding of the relationship between social class and environmental inequities; (2) to observe variability of housing conditions by geographic region and theorize class stratification; (3) to critically analyze how social class and citizenship status affects certain populations around the world.

This is a group project that draws on collaborative teamwork to produce an oral presentation. Some questions to consider include: Does social class determine place of residence? Why or why not? Explain in light of your case. Reflect: how might a communities' ability to demand better environmental protections also be mediated by race, class, or citizenship status? How is climate related to environmental inequality? What are the implications of this for certain populations around the world? How do environmental hazards disproportionately impact certain

populations? Identify how class, race, nationality, immigrant status, or gender may play a determining role in an individual's life chances, mortality, or chance of success in the future.

You will work in groups of four students, and your final score on this project will be shared. A portion of the grade will be comprised of a self/group evaluation in which you will provide feedback on your own role in the group, as well as identify the strengths and weaknesses of the other group members. Each group will meet with me, in advance of conducting the work, to select a country for photodocumentary project and identify a subtheme. Once your topic has been approved, each groups' collective task is to take photos that address and highlight this theme with the goal of producing a coherent and sociologically informed photographic essay, which will be presented visually and explained orally in class. (Students may use PowerPoint, Prezi, a video editing program, or any appropriate software for visual display.)

Your presentation of this visual sociology project is due April 1, 2015. The group presentation will be an oral report that incorporates visual components. The presentation must demonstrate a shared and equitable distribution of labor. The presentation style should be fluent, energetic, and constrained to the time limit (to be discussed in class). For the presentation, students have great creative potential. I encourage you to be as innovative as you would like in your style.

The work must include the following components: 1) Introduction using sociological terminology; 2) Framing the topic in the literature; 3) Methodology: Overview of contexts and discussion of each members' role in producing this work; 4) Insights and findings – discussion of relevant themes, what was revealed, what you want to teach the class. Strive to be innovative here; do not reiterate the obvious. 5) Reflection on challenges and limitations of this work. 6) Conclusions

Some possible topics for your photodocumentary include:

- Water
- Public health
- Transportation (or lack thereof)
- Economic development
- Housing construction
- Presence of industrial factories/pollution near housing
- Food deserts
- Destruction of crops
- Others with pre-approval of professor

Field Assignment #3) Gender and Society: Photo Essay

The specific learning goals for this assignment are: (1) to understand the distinction between gender and sex categories; (2) to develop a critical awareness of gender as a meaningful category of social organization; (3) to analyze and demonstrate how gender is negotiated, transgressed, affirmed, and/or reproduced in social interaction; and (4) to theorize how particular institutional and cultural contexts compel or inhibit particular gender performances in the context of regional cultures, work environments, or student subcultures.

Gender is a basic category of social life. In this assignment you will create a digital photo essay of gender in everyday life from a performative and interactionist perspective. The photo essay should focus on yourself or other people “doing gender,” or potentially challenging or “undoing” gender. It involves (1) taking photographs or video that illustrates “doing gender” and (2) writing an essay response for each photograph.

Responses should include:

1. A title for each photo, including the date, time and place the photo was taken
2. What you intended to capture in each frame
3. What the photo means to you
4. Whether you had any impression at the time that you were unable to capture visually

Technical requirements:

- **How Many Shots?**
Each student should shoot at least 20 photographs and upload your “best” 10 or 12 photographs. The “best” should be those whose content meets the criteria above and those that are well-shot (not blurry, not too dark, etc.).
- **Who May I Photograph?**
You may take photographs of yourself, your friends, and/or our community aboard the Explorer. You should have their permission to take the pictures and to upload the pictures to our classroom’s intranet page. If you want to take pictures of strangers in our ports of call, you should get their permission or take the photographs at a distance sufficient that subjects cannot be identified.
- **Who Will Have Access to My Photographs?**
We will discuss the projects in class and I will assume each of you has given me permission to share your photos within our class discussions unless I hear differently from you, in which case you can present them to me privately. (Note: Please do not share others’ photos outside of our classroom. You may not copy and/or distribute any photographs taken by other class members. It will be considered an honor offense if you copy or distribute other people’s photographs.)
- **Where Do I Upload My Photos?** This information will be provided in class.

Photo essays on gender performances in everyday life from: “Picture My Gender(s): Using Interactive Media to Engage Students in Theories of Gender Construction” by Carey Sargent and Sarah M. Corse. *Teaching Sociology* 2013 41: 242

METHODS OF EVALUATION / GRADING RUBRIC

Field assignments:

- 1) McDonaldization project 10%
Due March 2, 2015
- 2) Social class status, Inequality and Environmental Hazards: Group project 20%
Due April 1, 2015
- 3) Gender and Society: Photo Essay 15%
Due April 25, 2015

Field lab report: 20%

Field lab participation: 10%

Leadership (lead class discussion) 5%

Active participation (in class activities): 15% (Attendance is required; penalties for absences will be deducted from the participation grade).

Stratification homework: –essay based on in class exercise 5%

Total: 100%

RESERVE LIBRARY LIST for Field Lab Assignment:

Akyeampong, Emmanuel and Pashington Obeng, (1995). 'Spirituality, gender, and power in Asante history', *International Journal of African Historical Studies* 28(3), 489-90.

Apter, David E. (2008). Ghana's Independence: Triumph and Paradox. *Transition*. No. 98. pp. 6-22.

Asante, Molefi Kete and Abu Abarry (eds). (1996). *African Intellectual heritage*. Temple University Press.

Birmingham, David. (1998). *Kwame Nkrumah: The Father of African Nationalism* Athens: Ohio University Press.

Bruner, Edward M. (Jun., 1996). Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora *American Anthropologist*. New Series, 98(2), 290-304.

Campbell, James T. (2006). *Middle Passages: African American Journeys to Africa, 1787-2005*. NY: Penguin Press.

Chinweizu (1987). *Decolonizing the African mind*. London: Sundoor Press.

[Day, Lynda, R. \(Autumn, 2004\). What's Tourism Got to Do with It?: The Yaa Asantewa Legacy and Development in Asanteman. *Africa Today*. 51\(1\). 99-113. Stable URL: <http://www.jstor.org/stable/4187631>](#)

Dewolf, Thomas N. (2009). *Inheriting the Trade: A Northern Family Confronts Its Legacy as the Largest Slave-Trading Dynasty in U.S. History*. Beacon Press.

Dewolf, Thomas N. and Sharon Morgan. (2012). *Gather at the Table: The Healing Journey of a Daughter of Slavery and a Son of the Slave Trade*. Beacon Press.

Drake, St. Clair (1987). *Black folk here and there: Volumes 1 & 2*. Los Angeles: Center for Afro-American Studies University of California.

DuBois, W. E. B. (1903). *The Souls of Black Folk*. Chicago: A.C. McClurg & Co.

Harris, Sheldon H. (1972). *Paul Cuffee: Black America and the African Return*. New York: Simon & Schuster.

Horne, Gerald (2000). *Race Woman: The Lives of Shirley Graham Du Bois*, New York: New York University Press.

Kelly, Lake, O. (1995). Toward a Pan-African identity: Diaspora African repatriates in Ghana. *Anthropological Quarterly*, 68(1), 21-36.

Leary, Joy DeGruy. (2005). *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*. Uptone Press.

Lewis, David Levering. (2001). *W. E. B. Du Bois: The Fight for Equality and the American Century 1919-1963*, Owl Books.

Milliar, George M. (2009). Chieftaincy, Diaspora, and Development: The Institution of Nkosohe in Ghana. *African Affairs*. 108(433), 541-558.

Meyer, Birgit. (Feb., 2004). "Praise the Lord": Popular Cinema and Pentecostalite Style in Ghana's New Public Sphere. *American Ethnologist*. 31(1), 92-110.

Richards, Sandra L. (Dec, 2005). What Is to Be Remembered?: Tourism to Ghana's Slave Castle-Dungeons *Theatre Journal*. Vol. 57, No. 4, Black Performance 617- 637

Romain, Kani Edite, (2002). "Traditional Dance In Ghana: A Means Of Preserving And Re-Affirming Ghanaian Culture" (2002). *African Diaspora ISPs*. Paper

3.^L_{SEP}http://digitalcollections.sit.edu/african_diaspora_isp/3

William St. Clair, (2007). *The Door of No Return: The History of Cape Coast Castle and the Atlantic Slave Trade*. New York: Blue Bridge.

White, Carmen M. (May, 2007). Living in Zion: Rastafarian Repatriates in Ghana, West Africa. *Journal of Black Studies*. Vol. 37, No. 5. pp. 677-709.

ELECTRONIC COURSE MATERIALS (in order of when they will be needed for class)

Thomson, J. W. (2001). Globalization: Its Defenders and Dissenters. *Business & Society Review*, 106(2), 170-190.

Camacho, M. (2004). Power and privilege: Community service learning in Tijuana. *Michigan Journal of Community Service Learning*, 10(3), 31-42

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and freedom*, 49(4), 10-12.

Reyes-Ruiz, R. (2005). Music and the (Re) creation of Latino Culture in Japan 1. *Journal of Latin American Cultural Studies*, 14(2), 223-239.

Reyes-Ruiz, R. (2005). The Latino Culturescape in Japan. *Diaspora: A Journal of Transnational Studies*, 14(1), 137-155.

Hansen, G. H., & Moeller, H. K. Looking at Vuitton: Negotiating value and price of counterfeit merchandise in Shanghai's Xiangyang market. *Intellectual Property Rights in Contemporary Capitalism*. Routledge.

Pang, L. (2008). 'China Who Makes and Fakes': A Semiotics of the Counterfeit. *Theory, culture & society*, 25(6), 117-140.

Hennessey, W. (2011). Deconstructing Shanzhai-China's Copycat Counterculture: Catch Me If You Can. *Campbell L. Rev.*, 34, 609.

<http://www.theguardian.com/technology/pda/2011/jul/21/fake-apple-store>
<http://www.businessinsider.com/chinese-walnuts-filled-with-cement-2013-2>

Berman, D. M. (1988). "Every Vietnamese Was A Gook": My Lai, Vietnam, and American Education. *Theory & Research In Social Education*, 16(2), 141-159.

Zeitlin, Maurice, Kenneth G Lutterman, and James W Russell. 1973. "Death in Vietnam: Class, Poverty, and the Risks of War." *Politics & Society* 3(3):313-28.

Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Review*, 465-480.

http://www.nytimes.com/2013/12/28/opinion/singapores-angry-migrant-workers.html?_r=0

Barker, J., Harms, E., & Lindquist, J. (2013). *Singapore in Figures of Southeast Asian Modernity*. University of Hawaii Press: Honolulu, HI.

Green, P. (2013). Islamophobia: Burma's racist fault-line. *Race & Class*, 55(2), 93-98.

Phillips, A. (2013). The World's Blind Spot. *Harvard International Review*, 35(2), 31-33.

Waghray, A. (2010). Caste Discrimination and Minority Rights: The Case of India's Dalits. *International Journal On Minority & Group Rights*, 17(2), 327-353.

Gayatri Reddy, (2003) Excerpts from "The Men Who would Be Kings: Celibacy, Emasculation and Re-Production of the Hijras in Contemporary Indian Politics." *Social Research* 70 1:163-200.

Scheper-Hughes, Nancy (2002) Who's the Killer? Popular Justice and Human Rights in a South African Squatter Settlement Camp, *Social Justice* 22(3): 143-64.

Melissa Harris-Perry, "Black Citizenship and South Africa," *The Nation*, April 6, 2009

Bruner, Edward M. & Barbara Kirshenblatt-Gimblett, "Maasai on the Lawn: Tourist Realism in East Africa" *Cultural Anthropology* 1994.

DuBois, W. E. B. (1903). *The Souls of Black Folk*. Chicago: A.C. McClurg & Co. (chapter 1)

Adele Wilde-Blavatsky, "To Be Anti-Racist Is To Be Feminist: The Hoodie and the Hijab Are Not Equals." *Feminist Wire*, April 13, 2012 <http://thefeministwire.com/>

Jadaliyya, "Collective Response" <http://www.jadaliyya.com/pages/index/5064/a-collective-response-to-to-be-anti-racist-is-to-b>

Katie Zoglin (2009). Morocco's Family Code: Improving Equality for Women. *Human Rights Quarterly*, 31(4), 964-984.

ADDITIONAL RESOURCES

Film: *Salsa in Japan: A Japanese and Latino Mix* Written and produced by Elizabeth Chamberlin. 2003. 25 minutes.

Film: *Mr. And Mrs. Iyer*

Film: *Hearts and Minds*

Film: *Killing Me Softly 4*

Film clips: *Tough Guise 2*

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]."