SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016
Discipline: Sociology
SOC 2595-101: Human Diversity
Division: Lower
Faculty Name: Romel W. Mackelprang
Credit Hours: 3; Contact Hours: 38

Pre-requisites: None

COURSE DESCRIPTION

In this course we will examine historical, contemporary, and evolving meanings of diversity in the US, the countries we are visiting, and globally. We will explore and develop unifying frameworks from with to explore diverse identities and cultures based on characteristics such as race and ethnicity, sex and gender, economic status, spirituality and religion, disability, and gender identity and sexual orientation. We will also study how power imbalances contribute to privilege as well as discrimination and oppression.

This course will provide students the opportunity to engage in critical thinking; to analyze and challenge their personal beliefs as well as those of their instructor and colleagues.

COURSE OBJECTIVES

The structure for meeting course objectives will be to learn about and analyze course content in the US/ western context that students are familiar with; then learn about and apply them global contexts; emphasizing the countries and cultures that students are exposed to throughout the semester. Students will:

- Develop an understanding of the dimensions and intersections of human diversity relative to culture and cultural identities.
- Examine diversity through lenses such as race and ethnicity, gender, sex, gender identity and sexual orientation, social class, disability, nationality, religion and spirituality, and other identities.
- Evaluate the impact of their individual diverse characteristics on their identities and world views, and the implications of their characteristics in societal contexts.
- Assess racial-ethnic differences are crosscut with other social differences based on characteristics such as class, gender, sexuality, disability, age and appearance.
- Learn about the history of diversity in the US and compare and contract US experiences with those of the countries being visited on the voyage and globally.
- Explore the dynamics of devaluation and oppression as expressed in the U.S. and global
societies.

- Learn about power, privilege, and oppression in the context of racism, homophobia, ableism, heterosexism, classism, sexism, and other forms of oppression.
- Assess the societal impacts of inequality in societal institutions, including government, health care, education, and business and work contexts.
- Strengthen skills for living in multicultural societies, combating oppression, and dealing effectively with cultural differences and conflicts in multiple settings.

REQUIRED TEXTBOOKS

AUTHOR: Healey, J.F., & O’Brien, E.
TITLE: Race, Ethnicity, Gender, & Class
PUBLISHER: Sage
ISBN #: 978-1-4522-7573-4
DATE/EDITION: 2015/ 7th Edition

AUTHOR: Mackelprang, R.W. & Salsgiver, R.O.
TITLE: Disability: A Diversity Model in Human Service Practice
PUBLISHER: Lyceum Books
ISBN #:

AUTHOR: Malcolm X & Alex Haley
TITLE: The Autobiography of Malcolm X as told to Alex Haley
PUBLISHER:
ISBN #:

OTHER READINGS: Other required supplemental articles/ readings are on reserve or available on the intranet, and contain materials specific to the countries and cultures to which students will be exposed during the quarter.

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 5:

A1- January 7: Class Introduction
Class activity: Review syllabus, grading policy; Introductions
Readings: None

A2-January 9: Defining Diversity
Diversity in the United States and Internationally
Class Activity: Lecture and discussion
Readings:
   Text: Chapter 1: Diversity in the US

A3- January 11: Why Diversity Matters
   Cultural Identities
   Assimilation and Pluralism
Class Activity: Lecture and discussion
Readings
   Text: Chapter 2: Assimilation and Pluralism: From immigrants to white ethnics
   L. Gloor: From Melting Pot to the Tossed Salad: Why coercive assimilation lacks the flavors Americans crave
   Papahānaumokuākea Marine National Monument. Native Hawaiian Cultural Heritage
   L. McCubbin & A. Marsella. Native Hawaiians and Psychology: The Cultural and Historical Context of Indigenous Ways of Knowing

Assignment #1:
   Brief Paper

Hilo: January 12

A4-January 14: Identity Development
   Prejudice and Discrimination
   The Normal Curve and Quetelet: The myth of normalcy
Class Activity: Lecture and discussion
Text Readings: Chapter 3: Prejudice and Discrimination
   Mackelprang Chapters 3-4: The Moral and Medical Models of Disability
   The Social Model/ Minority Model of Diversity

A5-January 17: Identity Development
   The “isms: External and Internalized
Class Activity: Lecture and discussion
   Readings: Autobiography of Malcolm X: Chapters 1-4

Study Day: January 19

A6- January 20: Dominant and Minority Groups
   Origins and Sanctioning of Majority-Minority Groups in Society
Class Activity: Lecture and discussion
   Text Reading: The Development of Dominant-Minority Group Relations in Preindustrial America
   Mackelprang: Diversity: Laws and Policies
   Malcolm X: Chapters 5-10
A7- January 22: Diversity, Ethnicity, Power and Politics: Japan and Western Societies
Class Activity: Lecture and discussion
Readings:
Larua Dales. Suitably Single? Representations of singlehood in contemporary Japan
J. Qui & P. Zhang. The Issue and Multiculturalism in Japan
C.C. Weiczorak. Comparative Analysis of American and Japanese Educational Schools
I. Reader. Civil Religion in Contemporary Japan
K. Sri Dhammanada. Buddhism as a Religion

Yokohama: January 24-26
In-Transit: January 27
Kobe: January 28-29

A8- January 30: Ancient to Contemporary China and Chinese Culture
Chinese Cultures: Mainland, Taiwan, & Hong Kong
Debriefing: Japan

Class Activity: Lecture and discussion
Readings:
David Jordan: The Traditional Chinese Family and Lineage
Y. Fan. A Classification of Chinese Culture

Shanghai: February 1-2
In-Transit: February 3-4
Hong Kong: 5-6

A9- February 7: Vietnamese Culture
Debriefing: China
Class Activity: Lecture and discussion
Reading:
F. Dean. Family Life in Vietnam
M. Shapiro. Culture Brief. Vietnam
CDC. Overview of Vietnamese Culture

Ho Chi Minh: February 9-14

A10- February 15: Singapore and Culture
Debriefing: Vietnam
Class Activity: Lecture and discussion
Readings:
L. Qiang. Core Culture Values and Beliefs in Singapore.

Singapore: February 17

A11-February 18: Debriefing: Singapore
Myanmar, Burma and Culture
Class Activity: Lecture and discussion
Readings:
International Federation for Human Rights. Burma’s “Saffron Revolution” is not over: Time for the international community to act
Roger Bischoff. Buddhism in Myanmar: A Short History

Rangoon: February 20-25

A12-February 26: Debriefing: Burma
Industrialization and Modernism and Diversity
Power Imbalances and Diversity
Class Activity: Lecture and Discussion
Text Reading: 5. Industrialization and Dominant-Minority Relations
Reading: Malcolm X: Chapters 10-15

A13- February 28: Cultures and Diversity in India
Class Activity: Lecture and Discussion
Readings: L. Overgaard. An Analysis of Indian in an Era of Globalisation
D.D. Kosambi. The Culture and Civilisation of Ancient India
P.B. Sinha. Caste System in India and its International Implications

Cochin: March 1-6

Study Day: March 9

A14-March 7: Debriefing: India
Dominant-Minority Relations
US and Western “Caste” Systems
Disability as Diversity
Class Activity: Lecture and Discussion
Text Reading: Chapter 6. African Americans
Readings: Malcolm X: Chapters 16-19
Mackelprang: Chapter History of Disability

A15-March 10: Dominant Minority Relations
Indigenous Peoples
Internal and External Colonializations
Native Americans
Class Activity: Lecture and Discussion
Text Reading: Native Americans
Mackelprang: Mobility Disabilities. Deafness and Hearing Disabilities

A16- March 13: Ethnic Identities
Latinos and Latinas in Contemporary US
Immigration and Policies
Class Activity: Lecture and Discussion
Text Readings: Chapter 8. Hispanic Americans

A17-March 15: Asian Americans
Ethnicity and Nationality
Class Activity: Lecture and Discussion
Text Reading: Chapter 9. Asian Americans
Additional Reading: M. Calney. America’s First Concentration Camps: The World War II Internment of Japanese Americans

A18- March 17: Culture and Diversity in South Africa
Class Activity: Lecture and Discussion
Apartheid Museum. History of Apartheid
K. Henrard. Post-Apartheid South Africa’s Democratic Transformation Process: Redress of the Past, Reconciliation and ‘Unity in Diversity’

Cape Town: March 19-24

A19-March 25: Debriefing: South Africa
Ethnicity and National Identity
Class Activity: Lecture and Discussion
Text Reading: Chapter 10: New Americans, Immigration, Assimilation, and Old Challenges

A20-March 27: Sex, Gender, and Gender Identity
Class Activity: Lecture and Discussion
Text Reading: Chapter 11. Gender

A21- March 29: West Africa and Diversity
Religions and Cultures of West Africa
History of Slavery in West Africa
Class Activity: Lecture and Discussion
Readings: Sylvia Chant and Gareth Jones. Youth, Gender and Livelihoods in West Africa: Perspectives from Ghana and The Gambia
C.E. Johnson. Art and Culture among the Ashanti of Ghana
Pew Charitable Trust. Tolerance and Tension. Islam and Christianity in sub-Saharan Africa

Tem: March 31-April 1
Takoradi: April 2-4

A22-April 5: Sexual Minorities

Class Activity: Lecture and Discussion
Text Reading: 12. Lesbian, Gay, and Bisexual Americans

A23: April 7: Embracing the Self and the Other
Universal Access

Class Activity: Lecture and Discussion
Text Reading: Chapter 13. Dominant-Minority Relations in Cross-National Perspective
Reading: Mackelprang. Reasonable Accommodation, Affirmative Action, and Universal Access

A24: April 9:
Final Project Poster Session Day #1

Study Day: April 11

A25: April 12
Final Project Poster Session Day #2

April 15: Arrive in Southampton

FIELD WORK

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

Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

The field lab for this course takes place on: Date TBA
Field Work Proposal:

Ghana was the first country in West Africa to claim independence from Colonial rule and has been one of the most stable and progressive countries in West Africa over the last generation. However, millions of Africans were forcibly deported from Africa during the centuries of European and North American directed slavery. For this field lab, the class will visit the slave castles in Elmina and Cape Coast Ghana, passing through doors of no return through which hundreds of thousands of slaves passed for more than three centuries. They will visit the rooms in which hundreds of people were packed together in stifling heat for weeks on end. They will experience the irony of visiting the chapels where Europeans worshiped in the midst of Africans who were dying of starvation and dehydration. They will visit the museums that chronicle each castle’s history. As they walk the castle grounds and interact with their guides, they will be creating memories as they get a small glimpse of how a small numerical minority of Europeans exercise power and perpetrated one of the greatest human tragedies in history. They will also reflect on the impact on slavery on descendants of slaves and on the development of African American culture.

Educational Objectives:
1. Students will reflect on the impacts of the forced African diaspora on African cultures and families of the era.
2. Students will critically examine concepts of minority and majority and of power and oppression.
3. Students will analyze how stereotypes, biological determinism, and dehumanization led to slavery contributes to discrimination and oppression historically and apply these experiences to contemporary society.
4. Students will integrate learning from the course and lab to promote social justice and promote universal access to society for people of all diverse backgrounds; minority and majority, typical and atypical.
5. Students will use this field lab as a vehicle to understanding how to incorporate cognitive learning and how emotional experiences impact learning and understanding.

Assignment: Students will write a 3-5 page research paper that connects insights from the field trip to class learning. They will assess sociological and political factors that led to the institution and maintenance of the Atlantic slave trade for centuries. They will address the relationship between power and oppression and incorporate their experiences and learning to their lives contemporarily. Finally, they will provide suggestions for promoting access and fighting devaluation and oppression. Papers will incorporate at least four references from the literature to inform their ideas and support their conclusions.

METHODS OF EVALUATION / GRADING RUBRIC

1. Participation and attendance: Attendance and participation are mandatory for this course. Participation includes active listening, contributions to class discussions, and responding to the instructor’s requests for contributions to class discussions. Attendance and participation
are worth 5% of the total grade, however, more than three absences will result in a drop of one full grade (barring significant extenuating circumstances).

2. Brief Paper: Students will write a 1-2 page paper outlining their hopes for this class and of the semester relative to issues related to gender and society. This assignment is not graded, however, is mandatory and non-submission will result in a ½ grade deduction for the course. The paper will also be used as a catalyst for class discussion and will be revisited throughout the semester to assess progress toward goals and how initial goals evolve.

3. Paper #1: Students will complete a 3 page paper (approximately) identifying and analyzing their own cultures and cultural identities in the context of their families, communities, and society. They will identify how their identities and backgrounds have shaped their beliefs about diverse characteristics in others including race and ethnicity, gender and gender expression, sexual orientation and sexual identity, disability, and spirituality and religion. Due January 17, this paper will comprise 10% of the final grade.*

4. Quizzes: Weekly quizzes, generally consisting of 10 multiple choice questions will be taken using the onboard intranet. Quizzes will primarily cover class readings, supplemented by class discussions and lectures. Combined quizzes will comprise 20% of the course grade.

5. Integration Papers: Students will write five, 1-2 page integration papers applying course content from the classroom to in-port experiences. These papers will, a) address the chosen class content, b) apply in-port experiences to class content and literature, and c) discuss personal insights and contrasts between the two learning experiences. Students will cite at least two references from the literature as points of comparison. 20% of final grade.*

6. Field trip assignment, integrative paper. (See field trip for full articulation of the assignment.) 20% of total grade.*

7. Students will engage in, and report on a topic related to diversity in society. They will report on their research by preparing and presenting a professional poster and/ or power point format on the last two class periods. The format for presentations will mirror “poster sessions” at professional conferences in which students will present their work to individuals or small groups from the class. Other voyage participants will also be invited to see students’ works. In addition, students will write a 3-5 page (approximately) paper that complements the poster presentation using minimum of 5 references. Presentations will address compare and contrast diversity in their own lives and in three other cultures to which they have been exposed in the semester along the following dimensions.
   a. Race and ethnicity
   b. Sex, gender, and gender roles
   c. Sexual orientation, gender identity
   d. Disability
   e. Spirituality and religion
   f. Inclusion/ exclusion of diverse groups
   g. Dominant and non-dominant groups
   h. Social justice

Combined, each presentation and paper will comprise 25% of total grade.*
*Note: Written assignments and presentations will be graded using rubrics developed for specific assignments using the following general format

Sample Rubric for Grading Student Papers and Assignments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring range 1= poor to 10 =superior</th>
<th>Instructor feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth and breadth of coverage of topic assigned is</td>
<td></td>
<td></td>
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<tr>
<td>Content is accurate and well supported</td>
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<tr>
<td>Articulates insights and learning</td>
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<tr>
<td>Writing conventions (e.g. construction, spelling, grammar)</td>
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**RESERVE BOOKS AND FILMS FOR THE LIBRARY**

Reserve textbooks will be provided at a date prior to Semester start.

**ELECTRONIC COURSE MATERIALS**

Instructor will provide films, videos, or other resources prior to the Semester.

**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].”