SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Sociology
Course Number and Title:	SOC 205 Contemporary Race-Ethnic Relations
Division:	Lower
Faculty Name:	Garth Massey
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

Ethnic identities and social structures in which race and ethnicity are embedded are key features of all societies, regardless of their level of commitment to equality and opportunity. While varying widely in how they have developed and in the social consciousness of nations, race-ethnic relations express themselves in both institutionally problematic and culturally-affirming ways. Semester at Sea provides an invitation to explore through the sociological perspective the reality that race and ethnicity are socially constructed and, in Benedict Anderson's words, imagined communities – but with very real consequences. This lower-division course studies race and ethnicity in the United States today, using this understanding to compare and contrast race and ethnicity as an historical experience and sometimes vexing conundrum (e.g. as the basis for nationalism, xenophobia, discrimination, and conflict) for the countries and societies visited on the voyage.

LEARNING OBJECTIVES

In this course, we will:

- recognize how the concepts and manifestations of race and ethnicity have evolved historically, globally, and sociologically;
- explore the social stratification of people of varying ethnicities/races/nationalities in the U.S. and globally;
- develop critical-thinking skills with regard to discussions of race-ethnicity;
- examine social problems associated with race-ethnicity, such as the nature and causes of racist practices, stereotypes, prejudice, discrimination, exploitation, and genocide;
- evaluate the concept of, and instances thought to be, ethnic violence, conflict and war;
- learn how people have sought to diminish social problems associated with racism and ethnic prejudice through legislation, the courts, social movements, and culture change.

This course will examine the diverse experiences of various racial and ethnic groups from a historical and comparative perspective. Throughout the semester, we will focus on issues of

representation, identity, social exclusion, group cohesion, segregation, and economic exploitation. We will consider the nature and causes of racism, stereotypes, prejudice, and discrimination. We will also analyze the individual and institutional consequences of racial and ethnic inequality, with a specific emphasis on employment, educational attainment, political representation, treatment in the criminal justice system, media portrayals, housing, health care, the environment, religion, and the family. Throughout the semester, we will explore many different strategies to decrease discrimination and enhance social justice, equity, acceptance, and appreciation of ethnic differences and diversity.

REQUIRED TEXTBOOKS

AUTHOR: Martin N. Marger
TITLE: *Race & Ethnic Relations: American and Global* Perspectives
PUBLISHER: Cengage Learning
ISBN #:978-1-285-73969-3 and 1-285-74969-3
DATE/EDITION: 10th edition 2015

All other readings are in the Course File (CF) for SOC 205

TOPICAL OUTLINE OF COURSE

Depart the Netherlands — September 9

B1 — September 12: *Course Introduction*

B2 — September 14: *Racism is a Verb: Concepts and Consequences*
Marger, Chapter 1, Pp. 1-26: "The Nature of Ethnic Relations" and "Introduction: Concepts"
Marger. Chapter 17, Pp. 489-493 only: "The Rwandan Genocide"
Philip Gourevitch, "Stories from Rwanda" Reading 3.3, Pp. 195-204 in Rothenberg's *Beyond Borders* [in the library and CF]

Gdansk, Poland — September 15-20

B3 — September 22: *The Long Reach of Ethnic-Race Relations*
Marger, Chapter 2, Pp. 27-48: "Ethnic Stratification: Majority and Minority"
Joanne Nagel, "Ethnicities and Sexualities" [CF]
Karl Marx. "Ideology and Class" from *the German Ideology,* Pp. 64-66. [CF]

B4 — September 24: *Toward an Explanation of Racial-Ethnic Discrimination*
Marger, Chapter 3, Pp. 49-78: "Tools of Dominance: Prejudice and Discrimination"
Eduardo Bonilla-Silva "The Strange Enigma of Race in America" [CF]

First Quiz. This evaluation will include multiple-choice, identification and short answer questions. (10% of course grade)

Lisbon, Portugal — September 26-28

Cadiz, Spain — September 29 – October 1

B5 — October 2: *Accomplishing Diversity and Ethnic Identities*
Marger, Chapter 4, Pp. 79-103: "Patterns of Ethnic Relations: Assimilation & Pluralism"
Marger, Chapter 10, Pp. 295-306 only: "Italian Americans and Other White Ethnics"
Howard French. "A History of Denial" [CF]

B6 — October 4: *Blood and Belonging?*
Marger, Chapter 17, Pp. 481-489; 493-511: "Global Issues of Ethnic Conflict & Change"
Harff and Gurr, "The World of Ethnopolitical Groups." Pp. 19-32 of their *Ethnic Conflict in World Politics* [in the library and CF] See Discussion Questions on page 33.
Sekulic et al., "Ethnic Intolerance and Ethnic Conflict in the Dissolution of Yugoslavia"

Preparation for Our Field Class. An assignment handout will be provided.

Dubrovnik, Croatia — October 6-10

B7 — October 11: *Recap and Evaluation of the Field Class*

Writing Assignment: Before the next class period, write and turn in a 4 to 5-page discussion of your Field Class experience. (20% of the course grade)

B8 — October 13: *The Immigrant as the Ethnic "Other"*
Marger, Chapter 5, Pp. 107-136: "Immigration and the Foundations of the American Ethnic Hierarchy"
Ehrenreich and Hochschild. "Nannies, Maids, & Sex Workers in the New Economy" Pp. 1-13 of their *Global Woman* [in the library and CF]

Casablanca, Morocco — October 15-20

B9 — October 21: *A History of Mistaken Identity*
Marger, Chapter 12, Pp. 337-362: Arab Americans
Ella Shohat, "Dislocated Identities: Reflections of an Arab Jew" Pp. 216-220 in Rothenberg's *Beyond Borders* [in the library and CF]

B10 — October 23: *Recap and Mid-Term Review*
Edward Bruner. "Tourism in Ghana: Representations of Slavery" [CF]

Study Day 10/24

B11 — October 26: Midterm Exam will include multiple-choice, identification and short answer questions. (20% of course grade)

Tema, Ghana — October 28-30

Takoradi, Ghana — October 31 - November 1

B12 — November 2: *Settler Colonialism and the Construction of Race*

Edmund Morgan. "The Big American Crime" [CF]
Anthony Marx. "Dutch and British Colonial Legacies" Pp. 35-39 of *Making Race and Nation* [in the library and CF]
Marger, Chapter 14, Pp. 393-419: "South Africa: Society in Transition"

B13 — November 5: *The Long Struggle for Racial Equality in the U.S.*
Marger, Chapter 7, Pp. 163-207: "African Americans"
Ta-Nehisi Coates, "The Black Family in the Age of Mass Incarceration" [CF]

Community Programming – November 6 (No Class)

B14 — November 7: *The Idea(l) of Ethnic Democracy*
Marger, Chapter 15, Pp. 421-448: Brazil – Racial and Ethnic Democracy?
Anthony Marx. "Inclusive Nation-State Building in Brazil" Pp. 158-169 in his *Making Race and Nation* [in the library and CF]

B15 — November 9: *The Reality in Brazil: How Much Ethnic-Racial Democracy?*
Anthony Marx. "The Uncertain Legacy of Miscegenation" Pp. 65-69 in his *Making Race and Nation* [in the library and CF]
Thomas Skidmore. "Discovering a Racial Problem in Brazil" [CF]

Salvador, Brazil — November 10-15

B16 — November 17: *Forgotten and Resurgent American Indians*
Marger, Chapter 6, Pp. 137-162: "Native Americans"
James Garcia. "Reservations about City Life" [CF]

B17 — November 19: *Hispanic, Latin American, American*
Marger. Chapter 8, Pp. 209-244: "Hispanic Americans"
Ketherine Benton-Cohen. "Racial Divisions and Labor War in Arizona's Borderlands"

No Class 11/21

B18 — November 22: *Catch Up, Recap, Quiz*

Second Quiz. This evaluation will include multiple-choice, identification and short answer questions. (10% of course grade)

Port of Spain, Trinidad and Tobago — November 24

B19 — November 25: *The Model Minority?*
Marger. Chapter 9, Pp. 245-279: "Asian Americans"
Hassan and Carlsen. "Some are 'Crazy Rich' but Asians' Inequality is Widest in U.S." [CF]

B20 — November 27: *The Exceptional Minority?*
Marger, Chapter 11, Pp. 311-335: "Jewish Americans"
Chozick and Seligson. "Are Jared and Ivanka Good for the Jews?" [CF]

Panama Canal Transit 11/29

B21 — November 30: *Ethnicity, Opportunity, and Equity*
Marger. Chapter 13, Pp. 365-390: "Changing Context of American Race and Ethnic Relations"
Alejandro Portes and Min Zhou. "Should Immigrants Assimilate?" [CF]
Bret Stephens. "The Curse of Affirmative Action" and letters to the *NY Time*s [CF]

Guayaquil, Ecuador — December 2-7

B22 — December 8: *Beyond the Monroe Doctrine*
Peter Wade, selection from his *Race and Ethnicity in Latin America* [CF]

B23 — December 10: *Give Me Your Tired, Your Poor, Your Huddled Masses…*
Marger. Chapter 16, Pp. 449-479: "Canada: Ethnic Model of the Future?"
Nicholas Kristof. "Thank God for Canada" and letters to the *NY Time*s [CF]

Puntarenas, Costa Rica — December 11-15

B24 — December 17: *The Contentiousness of Whiteness*
Arlie Hochschild. "No Country for White Men" [CF]
Mark Lilla. "The End of Identity Liberalism" [CF]

Study Day 12/18

B25 — December 20: **Final Exam** will include multiple-choice, identification and short answer questions. (20% of course grade)

Arrive San Diego, California — December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course will be on **October 7th in Dubrovnik, Croatia.**

Field Class 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 class.
Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Plans for the Field Class will be discussed several days before we reach port. Students will have an opportunity to contribute to a Field Class Assignment handout that will be provided at least one day before we disembark. This is a learning experience, hence your 4-5 page paper, due after we are back at sea, will reflect what you have learned in light of what we have been reading and discussing. You will be evaluated in terms of your articulation of the learning goals for the Field Class as well as the quality of writing.

Title: Ethnicity, Civil War, and the Aftermath

Country: Croatia

Dubrovnik today is a major tourist site for visitors worldwide. It is also a city rich in history. From the halcyon days when Dubrovnik was a 'second Venice' and medieval bankers shuffled wealth in and out of its vaults to the bombardment by Serbia's army during the 1990's war that dismembered Yugoslavia, it offers a site for understanding conflict and violence. These are thought to be associated with the strong, very personal sense of ethnicity and animosity towards ethnic others among the people of the Balkans. The popular notion that the wars in Yugoslavia were fueled by ethnic hatred, however, is both simplistic and unhelpful to understanding ethnicity (and race) as social constructs with very real consequences. In this field class we have a wonderful opportunity to dig deeply into ethnicity as the condition for determining national boundaries, official national culture, and deep personal identification. As importantly, we will be able to see both the political abuse of ethnic solidarity and the way people overcome the resentments and sense of victimization fostered by ethnic entrepreneurs and nationalistic ideology. We will be joined by a local academic scholar who has lived through the wars and understands ethnicity in the Balkans. Importantly, students will build on what they have learned up to this point and evaluate the power of ethnic identification, the role of ethnicity in structuring inequality, the intersection of ethnicity and gender/sexuality, and the resilience of a positive ethos of ethnic identity in a post-conflict environment.

Objectives:

1. Students will learn about ethnic identities new to them, to compare these historical constructs to the more familiar ethnicities (and 'races') they do know.
2. Students will see the role of ethnicity in structuring personal identities, social relationships, community life, economic activity, cultural aesthetics, and political process, and how it intersects with other statuses and interests.
3. Students will learn about ethnic conflict in such a way that they can reevaluate ethnicity as a causal force for conflict, and in so doing gain a better understanding of the relevant and consequential political and economic forces, often masked by the more visible expressions of ethnic solidarity.

METHODS OF EVALUATION

Informed class participation is an important component of the course. This will be discussed the first day of class. Twenty percent of your course grade will be based on informed class participation.
As indicated in the Course Outline, your final course grade will be determined by the following:

1st Quiz *9/24*	10% of course grade
Field Class assignment Due *10/13*	20% of course grade
Mid-Term Exam *10/26*	20% of course grade
2nd Quiz *11/22*	10% of course grade
Final Exam *12/20*	20% of course grade
Informed Class Participation	20% of course grade

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

Excellent	Good	Satisfactory/Poor	Failing
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the Courses and Field Classes page no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Paula Rothenberg (ed.)
TITLE: *Beyond Borders*
PUBLISHER: Worth Publishers
ISBN#: 0-7167-7389-9
DATE/Edition: 2006

AUTHOR: Barbara Harff and Ted Gurr.
TITLE: *Ethnic Conflict in World Politics*
PUBLISHER: Westview Press
ISBN #:0-8133-9840-1
DATE/EDITION: 2004/2nd edition

AUTHOR: Anthony W. Marx
TITLE: *Making Race and Nation*
PUBLISHER: Cambridge University Press
ISBN #: 978-0-521-58455-5
DATE/EDITION: 1998

AUTHOR: Barbara Ehrenreich and Arlie Hochschild
TITLE: *Global Woman*
PUBLISHER: Owl Books/Henry Holt
ISBN #: 0-8050-7509-7

DATE/EDITION: 2002

AUTHOR: Garth Massey and Timothy O'Brien (eds.)
TITLE: *Readings for Sociology*
PUBLISHER: Sage Publications
DATE/EDITION: 2019/9th

AUTHOR: Peter Wade
TITLE: *Race and Ethnicity in Latin America*
PUBLISHER: Pluto Press
DATE/EDITION: 2010/2nd

FILM REQUEST

Title of Film: *Black Robe.* 1991, Canada
Distributor: The Samuel Goldwyn Company

Title of Film: "Menashe" 2017. A Yiddish-language American drama.
Distributor: A24

ELECTRONIC COURSE MATERIALS

AUTHOR: Edward Bruner
ARTICLE TITLE: "Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora"
JOURNAL TITLE: *American Anthropologist* 98 (2)
DATE: 1996
PAGES: 290-304

AUTHOR: James Garcia
ARTICLE TITLE: "Reservations about City Life"
NEWSPAPER TITLE: *Austin American Statesman*
DATE: June 19, 1992
PAGES: A1+

AUTHOR: Edmund Morgan
ARTICLE TITLE: "The Big American Crime"
JOURNAL TITLE: *New York Review of Books*
DATE: December 3, 1998
PAGES: 14-18

AUTHOR: Howard W. French
ARTICLE TITLE: "A History of Denial"
JOURNAL TITLE: *New York Review of Books*
DATE: APRIL 19, 2018

PAGES:

AUTHOR: Thomas E. Skidmore
ARTICLE TITLE: “Discovering a Racial Problem in Brazil”
JOURNAL TITLE: Kellogg Institute Working Paper #173
DATE: April 1992
PAGES: 1-23

AUTHOR: D. Sekulic, G. Massey and R. Hodson
ARTICLE TITLE: “Ethnic Intolerance and Ethnic Conflict in the Dissolution of Yugoslavia”
JOURNAL TITLE: *Ethnic and Racial Studies* 29 (5)
DATE: September 2006
PAGES: 797-827

AUTHOR: Garth Massey (ed.)
ARTICLE/CHAPTER TITLE: Katherine Benton-Cohen. “Racial Divisions and Labor War in the Arizona Borderlands”
BOOK TITLE: *Readings for Sociology* 7th Edition
DATE: 2012
PAGES: 285-296

AUTHOR: A. Hassan and A. Carlsen.
ARTICLE TITLE: “Some are ‘Crazy Rich’ but Asians’ Inequality is Widest in the U.S.”
NEWSPAPER TITLE: *New York Times*
DATE: August 19, 2018
PAGE: 14

AUTHOR: Bret Stephens
ARTICLE TITLE: “The Curse of Affirmative Action”
NEWSPAPER TITLE: *New York Times*
DATE: October 20, 2018
PAGE: A25

AUTHOR: Amy Chozick and Hanna Seligson
ARTICLE TITLE: “But are They Good for the Jews?”
NEWSPAPER TITLE: *New York Times*
DATE: November 18, 2018
PAGES: Style Section: 1, 9

AUTHOR: Nicholas Kristof
ARTICLE TITLE: “Thank God for Canada”
NEWSPAPER TITLE: *New York Times*
DATE: February 6, 2019
PAGE: A27

AUTHOR: Arlie Hochschild
ARTICLE TITLE: “No Country for White Men”

MAGAZINE TITLE: *Mother Jones*
DATE: September/October 2016
PAGES: 20-26, 28-29

AUTHORS: Mark Lilla
ARTICLE TITLE: "The End of Identity Liberalism"
NEWSPAPER TITLE: *New York Times*
DATE: November 20, 2016
PAGES: SR 1,6

ADDITIONAL RESOURCES

"Brazil in Black and White" NPR One: Rough Translation podcast, August 13, 2017. https://one.npr.org/?sharedMediaId=542840797:543264640.

Their Website reads: "We have posted a 27-minute segment from the series online, free. "Race- the Power of an Illusion: How the Racial Wealth Gap Was Created" illustrates how government policies (post-WWII FHA) and private (e.g. banking, real estate) practices helped create the segregated suburbs and the racial wealth gap. This link can be streamed for free." This segment is included in *Race, the Power of an Illusion, Part 3.* **Can it be downloaded?** http://www.newsreel.org/nav/title.asp?tc=CN0149

Equality and Equity, Rhyming animation of three friends watching a ball game. https://www.youtube.com/watch?v=IrKRm6KAzfU.

"CBS This Morning" interview with Ta Nehisi Coates. 10 minutes. https://www.youtube.com/watch?v=XJXHFh4qbBM.

Mobility: Ascribed, not Achieved Advantage. Demonstration with group of young people in a 'race'. 3 minutes. https://www.youtube.com/watch?v=ZT1zCK7aX4k. (**also for Social Inequality**)

"In 1965, A Conservative Tried To Keep America White. His Plan Backfired" NPR's Weekend Edition Saturday, October 3, 2015. https://www.npr.org/2015/10/03/445339838/the-unintended-consequences-of-the-1965-immigration-act

"What Makes Someone an American Indian?" Hansi Lo Wang reports on NPR Weekend Edition Sunday February 17, 2019
https://www.npr.org/2019/02/17/695536896/what-makes-someone-american-indian,

How did African Americans first become affiliated with the Cherokee nation? What do you make of the controversy over who is a Cherokee? Note the Trail of Tears rolls. https://www.npr.org/2011/09/19/140594124/u-s-government-opposes-cherokee-nations-decision.

Dr. Andrew Warner, University of Leeds, “The Strange Career of Jim Crow is a Foucaultian analysis laid out in the first part of the film.
https://www.youtube.com/watch?v=t7-ZsolJpol.

Interview with Aviva Chomsky, on “The Take-Away” December 7, 2018. She gives a brief history of U.S. immigration policy, the racism and national agenda of immigration, leading to its criminalization today. https://www.wnycstudios.org/story/inside-power-ice.

An excellent 18 minute piece, with talking heads and data.
http://www.pewforum.org/2018/04/17/video-being-muslim-in-the-u-s/.

A fun quiz of nine questions to be used in class.
http://www.pbs.org/independentlens/blog/immigration-quiz-2/

An excellent site on the trans-Atlantic slave trade that spotlights Portugal and Brazil. Download as much of this website as possible; may require multiple downloads to get all the maps. http://www.slavevoyages.org/.

NPR feature discussing the Sunni-Shia split as largely a creation of the U.S. war in Iraq.
https://www.npr.org/2007/02/15/7411762/iraq-war-deepens-sunni-shia-divide.

Donald Trump has had success at using identity politics. Ohio's Mahoning Valley is a place where a conservative version of identity politics — tied to race and class — is flourishing.
https://www.npr.org/2018/12/20/678578358/gop-insists-it-doesn-t-engage-in-identity-politics-researchers-disagree.