

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/ 7<sup>th</sup> Edition

AUTHOR: Mackelprang, R.W. & Salsgiver, R.O.  
TITLE: Disability: A Diversity Model in Human Service Practice  
PUBLISHER: Lyceum Books  
ISBN #:  
DATE/EDITION: 2015/ 3<sup>rd</sup> Edition (In press)

AUTHOR: Malcolm X & Alex Haley  
TITLE: The Autobiography of Malcolm X as told to Alex Haley  
PUBLISHER:  
ISBN #:  
DATE/EDITION: 2015/ 3<sup>rd</sup> Edition (In press)

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:**

**B1- January 8: Class Introduction**

Class activity: Review syllabus, grading policy; Introductions

Readings: None

**B2-January 10: Defining Diversity**

**Diversity in the United States and Internationally**

Class Activity: Lecture and discussion

Readings:

Text: Chapter 1: Diversity in the US

**B3- January 12: 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

Honolulu: January 12

**B4-January 15: 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

**B5-January 18: Identity Development  
The “isms: External and Internalized**

Class Activity: Lecture and discussion

Readings: Autobiography of Malcolm X: Chapters 1-4

Study Day: January 19

**B6- January 21: 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

**B7-January 23: 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  
Y. Sugimoto & S. Cavel. Modern Japanese Culture. Religious Culture.  
K. Sri Dhammanada. Buddhism as a Religion

Yokohama: January 24-25

In-Transit: January 26

Kobe: January 27-28

**B8- 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  
US Centers for Disease Control. Overview of Chinese Culture.  
Y. Fan. A Classification of Chinese Culture

Shanghai: January 31-February 1

In-Transit: February 2-3

Hong Kong: 4-5

**B9- February 7: Vietnamese Culture  
Debriefing: China**

Class Activity: Lecture and discussion

Reading:

John Knodel, Vu Manh Loi, Rukmalie Jayakody, and Vu Tuan Huy. Gender Roles in the Family: Change and Stability in Vietnam.  
F. Dean. Family Life in Vietnam  
M. Shapiro. Culture Brief. Vietnam  
CDC. Overview of Vietnamese Culture

Ho Chi Minh: February 8-12

**B10- February 14: Debriefing: Vietnam**

Class Activity: Lecture and discussion

Readings:

Shirley Hsiao-Li Sun. Re-Producing Citizens. Gender, Employment, and Work-Family Balance Policies in Singapore

L. Qiang. Core Culture Values and Beliefs in Singapore.

Study Day: February 15

**B11-February 17: 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

**Yangon: February 18-22**

**B12-February 24: 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

**B13- February 26: 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: February 27-March 3**

**B14-March 5: 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

Study Day: March 6

**B15-March 8: 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

**Port Louis: March 9**

**B16- March 11: Ethnic Identities  
Latinos and Latinas in Contemporary US  
Immigration and Policies**

Class Activity: Lecture and Discussion  
Text Readings: Chapter 8. Hispanic Americans  
Mackelprang. Hearing Disabilities. Intellectual Disabilities.

**B17-March 14: Culture and Diversity in South Africa**

Class Activity: Lecture and Discussion  
Readings: Government of South Africa. Green Paper on Families: Promoting Family Life and Strengthening Families in South Africa  
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 15-20**

**B18- March 22: Debrief South Africa  
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

**B19-March 24: Ethnicity and National Identity**

Class Activity: Lecture and Discussion  
Text Reading: Chapter 10: New Americans, Immigration, Assimilation, and Old Challenges

**B20-March 26: 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 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

R. Rebaka. The Souls of Black Radical Folk. W.E.B. Du Bois: Critical social theory and the state of Africana Studies

Tema: March 27-28

Takoradi: March 29-31

**B21- April 2: Debrief Ghana**  
**Sex, Gender, and Gender Identity**

Class Activity: Lecture and Discussion

Text Reading: Chapter 11. Gender

**B22-April 4: Sexual Minorities**

Class Activity: Lecture and Discussion

Text Reading: 12. Lesbian, Gay, and Bisexual Americans

Reading: Gopi Shankar. Genderqueer: The minority among minorities.  
European Commission. Trans and Intersex People. Discrimination on the grounds of sex, gender identity, and gender expression

**B23: April 6: 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

Casablanca: April 7-11

Study Day: April 12

**B24: April 14:**  
**Final Project Poster Session Day**

April 16: Disembarkation

**FIELD LAB:**

**March 30, 2015 (From Tema, Ghana)**

This field lab will expose students to issues facing Ghanaian citizens and families, including those with disabilities. The Catholic Orthopaedic Training Center and Hospital (OTC) is the primary provider of orthotics and prosthetics in Ghana, with residential services as well as traveling clinics that serve remote communities throughout the country. We will travel to Nsawam to visit OTC to

learn about their work with infants born with “club foot” and their parents; and OTC’s work in family preservation for Ghanaians with disabilities. We will meet OTC staff, visit with disabled participants, and tour their workshop and residential facilities. We will also meet with the director and students of their new Orthotics Training College to discuss education and training in Ghana.

Academic Objectives:

1. Understand challenges and supports relative to families with disabilities in Ghana including issues such as to urban-rural families, income and poverty, health and family policies.
2. Analyze the positive and negative impacts of people and organizations from “developed countries” on Ghanaians.
3. Learn about peoples, cultures, and beliefs of West Africa and compare and contrast them with beliefs and values common in North America.
4. Compare and contrast educational approaches and resources in Ghana with North America.

Assignment: Students will write a 3-5 page research paper that connects insights from the field trip to class learning. Specifically, they will choose an area of course content (e.g. the impact of laws and policies on families, disabilities and family life, cultural influences on how life events are perceived, approaches to education and training) and apply their conceptual learning to their experiential learning in a Ghanaian context. Papers will incorporate at least four references from the professional literature to 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

<b>Criteria</b>	Scoring range 1= poor to 10 =superior	Instructor feedback
Depth and breadth of coverage of topic assigned		
Content is accurate and well supported		
Articulates insights and learning		
Writing conventions (e.g. construction, spelling, grammar)		

**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]."