

## SEMESTER AT SEA COURSE SYLLABUS

**Discipline: Communications**

**Fall 2008**

**SEMS 115-4: Communication Across Race and Culture**

**Lower Division**

**Faculty name: Robbie Engelmann**

### **COURSE DESCRIPTION**

This highly interactive class explores how our cultural conditioning influences the way we perceive people and how we communicate with them. It also encourages understanding and appreciating of diversity through learning about the experiences of minority people in mainstream culture. Students will often work in small groups and will gain skills in facilitating discussions and presenting ideas effectively. Students of every color, size, religion, class and sexual orientation are welcomed.

### **COURSE OBJECTIVES**

- Learn specific communication skills to work effectively in groups.
- Develop skills for effective verbal presentation of ideas in class.
- Increase awareness of how our prior assumptions influence how we communicate with others and how differently humans can perceive the world.
- Develop knowledge of minority people in each culture we visit on the voyage.
- Increase empathy for others who have different life experiences and life views.
- Learn to participate effectively in an interactive learning environment.
- Build research skills through investigating diversity within port countries.

### **Required books:**

- A Larger Memory-A History of Our Diversity, With Voices-Ronald Takaki
- The Geography of Thought-How Asians and Westerners Think Differently and Why-Richard Nesbitt
- Uprooting Racism-Paul Kivel

## **TOPICAL OUTLINE OF COURSE**

### **Class 1; HOW ASSUMPTIONS INFLUENCE PERCEPTION**

Introduction to Dr. Jack Kornfield's Ladder of Assumptions Exercise (unpublished; used with permission of author)

Discussion: How To Facilitate Small Group Dialogues; Silent Beats (Short film on assumptions)

### **Class 2: THE CONCEPT OF RACE**

Paul Spikard, "The Illogic of American Racial Categories," p.12-23, Racial Ecology, 2004

Linda Villarosa, "Races as the Same Machine in Different Colors," pp.1-3, New York Times, 2002

Anna Quinlan, "The Problem of the Color Line," p.p.76, Newsweek, 2000

Daniel Hsia, "Appreciating Diversity" & "Stop The Ostrich Reflex", pp.1-2, Stanford Daily, 2005

Cynthia Boaz, "A Citizen's Reflections on Race, Violence and Power", Truthout, December, 2007

### **Class 3: Race in Brazil**

Interport lecturer on Race in Brazil and class discussion.

### **Class 4: Retrospective on Race in Brazil & Multiculturalism**

Group student presentation of the "diversity profile" on Brazil

Takaki, "A Larger Memory", pp.6-28 and "A City Upon A Hill", pp.29-55

Kivel, "People of Mixed Heritage", pp.113-119; National Hate Test Film (time permitting)

### **Class 5: Multi-Culturalism**

Further discussion from class 4: Takaki and Kivel

Amoja Rivers, "Cultural Etiquette-A Guide For the Well-Intentioned," pp.1-27, self published 1991

### **Class 6: Race in America and Southern Africa**

Takaki, "From Sunup to Sundown: Laboring in the Cotton Fields," pp.79-116

Kivel, "African Americans," pp.121-129

Peggy McIntosh, White Privilege Exercise and "White Privilege: Unpacking the Invisible Knapsack", pp.10-12, Peace and Freedom, 1989

### **Class 7: Truth and Reconciliation in South Africa**

Group student presentation of the "diversity profile on Namibia

Introduction to Truth and Reconciliation Commission (show portions of Truth and Reconciliation film)

Linda Vergnani, "Parents of Slain Fulbright Scholar Embrace Her Cause in South Africa", The Chronicle of Higher International Education, 2001

### **Class 8: South African Retrospective**

Group student presentation of the "diversity profile" on South Africa

Takaki, "El Norte: Up From Mexico," & "A Song of El Norte" pp.239-269, "Twice a Minority", "Puerto Ricans-The Island is in the Heart," pp.292-301 "The Significance of the Frontier in American History:

An Indian Perspective,"56-78

Kivel, "Latinolas", pp. 141-145

**Class 9: Asians in Asia and America**

Follow up discussion-class 8

Kivel: "Asian Americans," pp.132-139

*Struggle for Justice* film

**Class 10: Midterm Exam**

**Class 11: South Asians in America**

Nesbitt: "Introduction to "The Geography of Thought-How Asians and Westerners Think Differently and Why," pp.XIV-XXII;

Takaki: "India in The West," pp.281-291;

Small Group Facilitation Skill Review

**Class 12: The Caste System**

Interport Lecturer, Annakutty Valiamangalam, on the Caste System in India and class discussion

**Class 13: India Retrospective**

Group student presentation of the "diversity profile" on India

Nesbitt-"The Social Origins of Mind" and "Living Together vs. Going it Alone," pp.29-77;

Follow up discussion Class 12

**Class 14: Asians: Seeing the Broad Picture**

Group student presentation of the "diversity profile" on Malaysia

Nesbitt, "The Syllogism and the Tao," pp.1-28; "Eyes In Back of Your Head" or "Keep Your Eye On The Ball," pp.80-109

**Class 15: Attribution Among Asians**

Nesbitt, "The Bad Seed" or "The Other Boys Made Him Do It," 111-135

Takaki, "Koreans," pp.302-316

Discussion/questions on final papers/projects

**Class 16: Vietnam Retrospective**

Group student presentation of the "diversity" profile on Vietnam

Nesbitt, "Is the world made up of nouns or verbs?" pp.137-163

Takaki, "The Chinese," pp. 129-151

**Class 17: The Japanese Way of Thinking**

Group student presentation of the "diversity" profile on China

Nesbitt, "Ce N'Est Pas Logique" or "You've Got A Point There," pp.165-190

Takaki, "The Japanese," pp.188-213; discuss final exam, final papers and projects

**Class 18: Japan Retrospective**

Group student presentation of the "diversity profile" on Japan

Nesbitt, "If the Nature of Thought is not Everywhere The Same" and "The End of Psychology or the Clash of Mentalities", pp.191-229

### **Class 19: Multi-Culturalism**

Takaki, "Introduction to Multi-Cultural Destiny" and the "Jewish", pp.155-187, "Irish", pp.112-117, "Polish", pp.222-238 and "Italian", pp. 270-272, "A Chance to Act Affirmatively" and "Creating a Community of a Larger Memory," pp. 227-353  
Kivel, "Jewish People," pp. 146-157, "Affirmative Action," 173-179, "Education And Schools," pp.187-189, Democratic and Anti-Racist Multiculturalism," 204-215  
Film: *Not In Our Town*.

### **Class 20: Final Presentations:**

Begin final diversity project/paper presentations/discussions.

### **Class 21: Final Presentations:**

Final diversity projects/paper presentations/discussions.

### **Class 22: Final Presentations**

Final diversity projects/paper presentations/discussions.

### **Class 23: Wrap up**

Final Class discussion

Senator Barak Obama, "A More Perfect Union", New York Times, March 18, 2008

Roberto Almanzan, "What Can I do" (self published, used with permission of author)

## **FIELD COMPONENT**

Students are required to participate in three field practica; they are strongly encouraged to participate in the two FDPs (Brazil and South Africa) and one additional field experience from the suggested list below. Students will write a 3-4 page personal response paper reacting to each field experience. For example, for those attending the Amy Biehl Foundation FDP in South Africa, the paper will be reacting to the Biehl's decision to participate in the Truth and Reconciliation Commission and their hiring of two of the people who murdered their daughter as employees in the project. Film footage and articles on the Truth and Reconciliation Commission and the Amy Biehl Project will complement this field trip. Further instructions regarding the paper will be given in class. Students must receive prior approval from the instructor for an alternative field trip and comparable field assignment.

Working in teams throughout the voyage, students will also write 3-4 page (750-1000 words) diversity profiles on visited ports through personal observation, interviews, visits to organizations working with minorities, and research on the internet. The profile may be focused on one aspect of diversity (e.g.: race), or may include several aspects (e.g.: gender, economics, disabilities, religion). Further instructions will be given in class.

### **SUGGESTED PRACTICA:**

**BRAZIL:** Sisterhood of the Boa Morte and The Movements for Landless Peasants (FDP); Steve Biko Institute & Afro-Oriental Studies at Bahia University (FDP)

**SOUTH AFRICA:** Robben Island (FDP); Amy Biehl Foundation; Operation Hunger

INDIA:	Human Rights in India with a Special Focus on Women and Children (FDP); Rural Village and Farm Visit; Dalit Village Overnight; Child Labor in Rural India
MALAYSIA:	Ethnic Communities in Malaysia
CHINA:	Folk Culture Village in Shenzhen
JAPAN:	Konan Women's University Visit with Homestay

## **METHODS OF EVALUATION**

### **Class participation- 20%**

Students will learn to facilitate small group discussions on class topics, present discussion results to the class and be expected to communicate actively in all general class discussions.

### **Oral Presentations-20%**

Group "diversity profile" presentation on assigned country and individual presentations on final projects and papers.

### **Mid-term quiz-10%**

### **Field work – 20%**

Students are strongly encouraged to participate in *The Amy Biehl Project* field trip and write a 3 to 4 page personal response paper reacting to the Biehls' decision to participate in the Truth and Reconciliation Commission and demonstrate active forgiveness by hiring two of their daughter's murderers as employees in Biehl Projects. Students need prior approval from instructor for a comparable paper to meet this requirement if unable to participate in Biehl trip.

Working in teams, students will write 3-4 page (750-1000 words) diversity profiles on visited ports through personal observation, interviews, visiting organizations working with minorities and research on the internet. The profile may be focused on one aspect of diversity (i.e. race), or may include several aspects (i.e. gender, class,, religion).

### **Final exam-15%**

### **Final paper or project-15%**

Six to eight typed pages on a self-chosen diversity topic. Students should choose a single aspect of diversity -- gender, religion, class, race/ethnicity in one of the countries visited and use library books, library films and/or internet sources as reference material.

Alternatively, students may, in consultation with the instructor, design an original project such as writing a children's book with a diversity theme; designing a campus wide "appreciating diversity" program; facilitating an on-board diversity exercise focused on awareness of how humans make assumptions about others; design of an on-board survey of student experience with inter-racial or cross-cultural romantic relationships..

## **REQUIRED TEXTBOOKS**

Author: Richard Nesbitt

Title: *The Geography of Thought – How Asians and Westerners Think Differently...and Why*

Publisher: Free Press

ISBN# 0-7432-5535-6

Date/Edition: Paperback Edition 2004

Author: Ronald Takaki

Title: *A Larger Memory-A History of Our Diversity With Voices*

Publisher-Back Bay Books

ISBN# 0-3163-1162-6

Date/Edition: Paperback, 1998

Author-Paul Kivel

Title: *Uprooting Racism*

Publisher: Friesens

ISBN#: 0-86571-459-2

Date: 1996

Note: Thanks to the generosity of the author, students will be given the following reference book and asked only to contribute a small amount towards shipping)

Author: Ella Mazel

Title: *And Don't Call Me A Racist*

Publisher-Argonaut Press

No ISBN #; Library of Congress Catalog Card # 98-74108

Date: Paperback, 1998

## **RESERVE LIBRARY LIST**

Author-Bryce Courtenay

Title: *The Power of One* -The Classic Novel of South Africa

Publisher-Penguin Books

ISBN # 0140272917

Date/Edition-1998

Author-John Howard Griffin

Title: *Black Like Me*

Publisher: NAL Trade

ISBN #: 0451208641

Date/Edition: '61 Hard cover; '64 Paperback

Author-Ralph Ellison  
Title: *The Invisible Man*  
Publisher: Vintage  
ISBN #: 0679732764  
Date/Edition: '89 Hard cover; '92 Paperback

Author-Nelson Mandela  
Title: *Long Walk to Freedom*-The Autobiography of Nelson Mandela  
Publisher: Little, Brown and Company  
ISBN #: 0316548189

## **ELECTRONIC COURSE MATERIALS**

### **Library Books (instructor will provide)**

Cornel West-*Race Matters*  
Ron Suskind-*A Hope in the Unseen*  
Marijo Moore-*Genocide of the Mind-New Native American Writing*  
Anne Fadiman-*The Spirit Catches You and You Fall Down – A Hmong Child, Her American Doctors, and the Collision of Two Cultures*  
Ronald Takaki-*A Different Mirror – A History of Multi-Cultural America*

### **Articles that will be on reference in SAS library:**

Affirmative action articles  
Manchester High School Race Relations Seminar-Guide for Facilitators  
(Los Altos High School Race Dialogue group, Youth Study Guide and Anytown facilitator questions included with this)  
Articles on Reparations  
World Conference Against Racism Report  
Sample Newsletter on Poverty and Race  
Homeless People of Color  
Museums or Projects Related to Slavery in the U.S.  
Mortgages and Car Loans and Economic Aspects of life for People of Color  
Media and People of Color  
Dressing for Lulu (New Yorker Story on how Brazil's richest women shop for clothes)  
In Praise of Spoken Soul-Why Black English Thrives and Why it Should Be Celebrated  
South Africa (general articles)  
A Secret History-Harassment of Italians During WWII  
One Man's Immigration from China to U.S.  
See No Evil –How a Nebraska Town Responded to the Murder of a Cross Dressing Male Mixed Race  
In A World of Diversity – What is White?  
If the World Were A Global Village  
If the World were a Village of 100 people  
Race as the Same Machine in Different Colors

Race and Ethnicity Experience Survey  
People Search  
Definitions of Racism  
Cultural Questionnaire  
Worksheet-Who Am I?  
Cultural Style Form  
White Privilege  
Definitions of Key Words related to Racism  
The Innate Predisposition of the Human Brain  
Black on White  
White on Black  
The Problem of the Color Line  
To Equalize Power among Us  
Common Behavior Patterns that Perpetuate Relations of Domination  
Stereotypes Worksheet  
Daniel Hsia on Stanford student diversity-2 editorials  
10 Quick Ways to Analyze Children's Books for Racism and Sexism  
Cultural Etiquette – A Guide for the Well-Intentioned  
The Illogic of American Racial Categories  
We have No Problem...Again  
White Privilege and Male Privilege  
Why Are All the Black Kids Sitting Together in the Cafeteria  
Transforming the Culture of Intolerance  
It's the Little Things  
The Dynamics of Racism (from 'A Conceptual Framework for Racism and Anti-racism)  
Ladder of Assumptions  
Racial Healing: Confronting the fear Between Black and White  
Not In Our Town  
Pyramid of Hate  
Civil Rights Timeline  
Constructivist Listening for Empowerment and Change  
The Case for Gay Marriage  
Walking the Walk: Principles for Building Community Capacity for Equity and Diversity  
Getting In...and What Comes Later – Diversity in Higher Ed

**Diversity Related Films (Instructor will provide)**

Silent Beats  
Lunch Date  
National Hate Test  
The Illusion of Race: The Illogic of American Racial Categories  
Struggle for Justice  
Negative About Affirmative  
Community Wide Dialogue-Parent talk, Study Circles in Springfield Ohio H.S.

Story of a People-Lima, Ohio  
Not In Our Town  
Matters of Race

**Relevant Films Semester at Sea has on board – recommended for viewing**

Cry Freedom (white journalist/black activist form friendship during racist struggle in S.A.)  
Amistad (revolt of African captives on slave ship)  
Place of Weeping (one woman's fight for freedom against apartheid in S.A.)  
Mandela (on life of Nelson Mandela)  
Four Little Girls (impact of death of 4 African American girls on civil rights movement)  
Gandhi (teaching peace and tolerance in troubled times in India)  
Spices (story of woman's plight as she rejects advances by town tax collector in rural Gujarat, India)  
Salaam Bombay (life on the streets of Bombay, India)  
The Killing Fields (friendship between journalist and translator during fall of Cambodia)  
Daughter From Danang  
Song of the Exile (Young Chinese student in London who returns to Hong Kong due to job discrimination)  
Schindler's List (true story of Oskar Schindler who saved hundreds of Jews in WWII)  
Rosewood (true story of Florida town, largely African American, razed by white mob in 1923)  
Mississippi Burning (based on real life murder investigation of 3 civil rights activists in United States)  
Mississippi Masala (Southern business man-Denzel Washington- falls in love with Indian immigrant)  
Last of the Titans (true story of coach-Denzel Washington-working with football team in first integrated high school in Virginia)

**Relevant Documentaries on board**

Pinks and the Blues (how girls & boys treated differently by Japanese parents)  
Regret to Inform (American and Vietnamese wives who lost husbands in Viet Nam)  
Africa From Sun Up (story of women of black Africa, especially the poor)  
Capetown-A City and its people (propaganda film from apartheid government)  
South Africa: Apartheid Did Not Die (Steven Biko breaking the silence)  
Facing the Truth With Bill Moyers (on Truth and Reconciliation Commission in S.A.)