

## SEMESTER AT SEA COURSE SYLLABUS

**Discipline: Sociology**

**Fall 2008**

**SOC 200Z-1/SOC 200Z-2: Race and Ethnicity (2 sections)**

**Lower Division**

**Faculty Name: Dr. Kesho Y. Scott**

Suggested Pre-requisites: None

### **COURSE DESCRIPTION**

What does it mean to be “raced”? Is it the same thing, as *What is your color?* in popular terms. Is everyone who is “raced” also part of an ethnic group? How do ethnic groups form, historically and in contemporary terms, and operate in a global world? What is the “cultural capital” of both and in what ways does the idea that human beings come naturally partitioned into races and ethnic groups take hold in different parts of the world in different ways, and with different consequences for those considered to be members of such groups? This course will examine these questions from comparative global perspectives. We will do so by using multiple disciplines and area studies: Sociology, Anthropology, American Studies, feminism, popular culture, film and using five intersecting core theories: acculturation, assimilation, oppression, privilege and resistance. A central objective of the course is to encourage students to think critically about the historical and contemporary meaning of race throughout the world, in other words, look beyond the white/black paradigm or transcend the subjective evaluation of ethnic hierarchies. Finally, students will be challenged to examine how race and ethnicity, for example, might be framed Post 9/11 in the United States; Post Apartheid in South Africa; Post colonialism in Namibia and Hong Kong; Post the fall of Saigon (Vietnam), and Post-Communist China. And in all cases, explore the impact communication technologies have on the cultural and political meanings of both concepts across transnational space as well as explore how the practices of international racism inform ethnicity and ethnicity trumps race discourse.

### **COURSE OBJECTIVES**

1. To appreciate the difference between race, raced and ethnic group identity as biological and social constructs.
2. To enhance student’s ability to recognize the levels at which race operates.
3. To help students recognize that race, caste and ethnicity are relational, institutional and cultural situated. .
4. To map out suggestions that help bridge the differences between groups, globally, i.e. unlearning all forms of ISMS, ethnic chauvinism and ethnocentrism.

### **TOPICAL OUTLINE OF COURSE**

1. **Enroute to Brazil:** Introduction to the course. What are race, racism and ethnicity? What does it mean within the context of tribe and national identity? Ethnicity and Race by Country [www.infoplease.com/iaa](http://www.infoplease.com/iaa)  
Brazil: white 53.7, mulatto (mixed white and black) 38.5%, black 6.2%, other (Japanese, Arab, and Amerindian) 0.9%, unspecified 0.7% (2000)  
**Readings:** Stephan Cornell and Douglas Hartmann, *Ethnicity and Race: Making Identities in a Changing World* (ER), Pine Forge Press, 1998 Read Introduction and Chapter 1
  - JSTOR, “Historical Roots of the “Whitening” of Brazil”, Sales Augusto dos Santos and Laurence Hallewell, *Latin American Perspectives*, Vol.29, No. 1 Brazil: The Hegemonic Process in Political and Cultural Formation. (Jan., 2002), pgs. 61-82
  - **Case Study:** The politics of being “a color in everyday life in Brazil. What are the challenges of racial harmony in Brazil?
  
2. What is the social construction of race and ethnicity? What does religion have to do with it?  
**Readings:** (ER), Chapter 2  
  
**Case Study:** Afro-Brazilians, when the white/black paradigm won’t fit!
  - “US Foundations and Racial Reasoning in Brazil”, *Theory, Culture and Society*, Sage Press: Vol. 20(4): (2003), pg. 31-47
  
3. How are the categories, social boundaries and inclusion and exclusion patterns of race and ethnicity formed? Examine the life of Jewish and those from the African Diasporas.  
**Readings:** (ER), Chapter 3  
  
**Case Study:** Social Justice groups, organization and individuals in Brazil
  - JSTOR, “Gender, Race, and the Struggle for Social Justice in Brazil”, Peggy A. Lovell, *Latin American Perspectives*, Vol.27, No.6, Brazil in the Aftershock of Neoliberalism. (Nov., 2000) pgs. 85-102

### \*\*\*FDPs in Brazil

4. **Enroute to Namibia:** How are the categories part of law, public policy, and the political process?  
Namibia: black 87%, white 6%, mixed 6.5%, 50% of the population are Ovambos, 9% Kavangos, other ethnic groups: 7% Hereros, 7% Damaras, 5% Namas, 4% Caprivians, 3% Bushmen, 2% Basters and .05% Tswanas (2007)  
**Readings:** *Race and Power: Global Racism in the 21<sup>st</sup> Century* (RPGR), G. Bhattacharyya, J. Gabriel and S. Small, Routledge Press, 2002 (RPGR), Introduction and Chapter 1  
  
**Case Study:** Role of German “whiteness” and ethnic power in Namibia.

5. What is the role of “cultural capital” got to do with race and ethnicity?

**Readings:** (RPGR) Chapter 2

- JSTOR, “The Possessive Investment in Whiteness”, *The Possessive Investment in Whiteness: How White People Profit from Identity Politics*. Temple University Press, 1998, pgs. 1-23

**Case Study:** Ethnic Unity (Ovambo, Hereros and Namas), the creation of SWAPO and during National Liberation.

6. Who are Hifikepunye Pohamba and Sam Nujoma? Sam Nujoma, *Where Others Wavered, The Autobiography of Sam Nujoma*, London 2001, and BBC Profile of Pohamba in *The Namibian*, December 3, 2007

**Readings:** (RPGR) Chapter 3

- JSTOR, “Conceptualizing the African Diaspora”, *African Presence in the Americas*, Ruth Simms Hamilton, Ed. Drs. Moore and Saunders, Africa World Press, Inc. 1995, pgs. 393-410

**Case Study:** Autobiographies of Leader and Nation as national identity.

7. **Enroute to South Africa:** How does assimilation, acculturation, colorism, Conflict theories and post-apartheid healing got to do with race and ethnicity? South Africa: black Africans 79%, whites 9.6%, coloreds 8.9%, and Indian/Asians 2.5% (2001)

**Readings:** except from *Waiting: The Whites of South Africa*, Vincent Crapanzano, Random House Press, 1985

- JSTOR, “Introduction”, *Race in North America: Origin and Evolution of a Worldview*, Audrey Smedley, Westview Press, 2007, pgs. 11

**Case Study:** Ethnic Power: past and present

- JSTOR, “Racial Formation: Toward a Comparative Study of Collective Identities in South Africa and the United States”, *Social Dynamics* 19.2, pgs. 1-29
- JSTOR, Nelson Mandela excerpt, *No Easy Walk to Freedom*, London Heinemann, 1986. pgs. 21-31
- JSTOR, “Race Mixture and the Color Line” and “Two Strange Careers: Segregation in South Africa and the South”, *White Supremacy*, 1081, pgs. 94-135 and pgs. 239-282
- JSTOR, “Combating Racism in South Africa: Redress/Remedies”, *Beyond Racism: Race and Inequality in Brazil, South Africa and the United States*, 2001, pgs. 63-83

8. **Enroute to India:** How is feminism racialized and based on ethnic situations? India: Indo-Aryans 70%, Dravidians 25%, Mongoloid and other 3% (2000)

**Readings:** (RPGR) Chapter 4

**Case Study:** What was the Mathura Case? What is the National Alliance of Women (NAWO)?

9. What is Indian feminism? Contrasting the old and the new.

**Readings:**

- JSTOR, “Under Western Eyes: Feminist Scholarship and Colonial Discourses”, Chandra Talpade Mohanty, *Feminist Review* 30, 1988, pgs. 61-88

**Case Study:** Contrasting Feminism from the global South and from the global North?

10. What are the obstacles and opportunities of Indian feminism?

**Readings:**

- JSTOR, “Thinking about Dowry Murders in India and Domestic Violence Murders in the United States, Uma Narayan, *Dislocating Cultures*, Routledge Press, 1997, pgs. 81-110

**Case Study:** Cross-Cultural Connections, Border Crossings and Death by Culture

11. What has the struggle against heterosexuality and hetersexualism go to do with race and ethnicity?

**Readings:**

- JSTOR, “The Nightmares of the Heteronormative”, *Cultural Values* 4.4, 2000, pgs. 419-444

**Case Study:** Sexuality in India

12. Ethnic Strife in India

**Readings:**

- JSTOR, “Lunch with my Enemy: Exploring the Roots of Ethnic Strife”, Amitava Kumar, *Chronicle of Higher Education*, Vol. 50, Issue 16, 2003, pgs. B6-B-9, 4p. 2c
- JSTOR, “India’s Muslims Post-9/11”, *Index on Censorship*, Routledge Press, 4, 2006, pgs. 15-21

**Case Study:** Hindus and Muslims

13. **Enroute to Penang:** What is the politics of multiculturalism as ethnic and religious diversity?

Malaysia: Malays 50.4%, Chinese 23.7%, Indigenous 11%, Indians 7.1%, others 7.8% (2004)

**Readings:**

- JSTOR, “Globalization and the Unleashing of New Racism: An Introduction”, *The Globalization of Racism*, Ed. Donald Maco and Panayota Gounari, Paradigm Publishers, 2005, pgs. 3-35

**Case Study:** What is the Democratic Action Party (DAP)? What does a socialist party have to say about multiculturalism?

14. What has food got to do with the study of race and ethnicity in a multi-cultural Malaysia? How do racial and ethnic groups share cultural space in harmony?

**Readings:** (RPGR), Chapter 6

- JSTOR, “Incorporation, Identity and Indian Food, Uma Narayan, *Dislocating Cultures*, Routledge Press, 1997, pgs. 159-187

**Case Study:** The Meaning of “Ethnic Food” and National Identity

### \*\*\*FDPs in Malaysia

15. **Enroute to Vietnam:** What is democratization and what has it to do with race and ethnicity?

Vietnam: Kinh (Viet) 86.2%, Tay 1.9%, Thai 1.7%, Muong 1.5%, Khome, 1.4%, Hoa 1.1%, Nun 1.1%, Hmong 1%, others 4.1) (1999)

**Readings:** Internet Searches on the Montagnards

<http://www.cal.org/co/montagnards/index.html>

**Case Study:** Who are the ethnic minority groups living in Vietnam's central highlands, known as Montagnards?

16. What does religion have to do with the study of race and ethnicity?

**Readings:** (RPGR), Chapter 6 and Concluding Thoughts

- **Super Diversity Lecture:** What we don't know about Vietnam: Three major language families, eleven minority groups (Tay, Thai, Nung, Hmong, Muong, Cham, Khmer, Kohor, Ede, Gahnar, and the Jarai each with their own writing system, religious diversity (Christians-Catholic and Protestants), Islam, and many Eastern Religions?
- JSTOR, “Exporting U.S. Concepts of Race: Are There Limits to the Model?”, *Social Research* 65 (2), 1998

**Case Study:** The Triple Religion Movement (Taoism)

17. What is the impact of global popular culture on the study of race and ethnicity in Vietnam? How do ethnic groups share cultural and political space?

**Readings:** (RPGR), Chapter 5

**Case Study:** List of Ethnic Slurs and Role of Misinformation in Popular Culture in Vietnam

- <http://en.wikipedia.org/wiki/Gook#G>

18. What does the TV industry have to do with the race and ethnicity in Vietnam?

**Readings:** Reading about a five minute Web Sex Clip in Vietnam.

- [news.bbc.co.uk/1/hi/world/asia-pacific/7056586.stm](http://news.bbc.co.uk/1/hi/world/asia-pacific/7056586.stm)
- [news.bbc.co.uk/2/hi/asia-pacific/7056586.stm](http://news.bbc.co.uk/2/hi/asia-pacific/7056586.stm)

**Case Study:** Why did the most teen popular TV show go off the air?

### \*\*\* FDPs in Vietnam

19. **Enroute to Hong Kong/China:** What is the impact of post-9/11 politics and culture on the study of race and ethnicity in Hong Kong?

Hong Kong: Chinese 94.9%, Filipino 2.1%, Other 3% (2001)

China: Han Chinese 91.9%, Zhuang, Uygur, Hau, Yi, Tibetan, Miao, Manchu, Mongol, Buyi, Korean, and other nationalities 8.1% (2005)

**Readings:** Internet searches on 9/11 Cultural Expressions/ Memorabilia in Hong Kong, Eye Surgery Hospitals, Obesity Problems and Jazz Music

**Case Study:** Asian Eyes: What does it mean to make them more Western?

20. **Enroute to Japan:** What has mixed race and shared cultural got to do with the study of race and ethnicity?

Japan: Japanese 99%, Korean, Chinese, Brazilian, Filipino, and other nationalities 1% (2004)

**Readings:** Internet Searches of Japanese Brazilians: Who are Junti Saito, Juilana Imai, Hugo Hoyama, Fernando Takai, and Luiz Gushiken? (1.5million throughout the world) (2005)

- [www.brazzil.com/content/view/10024/1](http://www.brazzil.com/content/view/10024/1)
- [www.brazzil.com/content/view/9304/79](http://www.brazzil.com/content/view/9304/79)
- Book reviews of either: *Brokered Homeland: Japanese Brazilian Migrants in Japan*, by Joushu Hotaka Roth or *No One Home: Brazilian Selves Remade in Japan* by Daniel Linger

**Case Study:** Who are the 275,000 Brazilian Japanese? (*Nipo-brasileiro*)

### \*\*\*FDPs in Japan

21. **Enroute to Honolulu:** What impact does transnational activism have on the study of multi-racial, multi-cultural and racially and ethnically diverse intersexed ethnic communities?

Hawaii: white 19.7%, black 1.6%, Asian 55.9%, Native Hawaiian and other Pacific Islanders 6.8%, American Indian/Alaskan Native 0.2%, two or more races 14.9%, Hispanic/Latino 4.4%, and other races 0.9% (2000)

**Readings:** Wikipedia: Hawaiian Sovereignty Movement

[http://en.wikipedia.org/wiki/Hawaiian\\_sovereignty\\_movement](http://en.wikipedia.org/wiki/Hawaiian_sovereignty_movement)

**Case Study:** Domestic Colonialism, Racism and Ethnicity

- JSTOR, “Can the Subaltern Speak?”, Chakravorty Spivak Gayatri, *Marxism and the Interpretation of Culture*, Ed. C. Nelson and L. Grossberg, 1988, pgs. 271-313

22. What is the case of same-sex marriage in Hawaii?

**Readings:**

- JSTOR, “The Political Limits of the Rights Frame: The Case of Same-Sex Marriage in Hawaii”, Kathleen E. Hull, *Sociological Perspectives*, vol. 44, Number 2, 2001, pgs. 207-232

**Case Study:** Challenges to Heterosexuality in Traditional Marriage

23. Why Can't Hawaii be a melting pot and the challenges of global citizenship?

**Readings:**

- “Racial Tensions are Simmering in Hawaii’s Melting Pot”, Martin Kasindorf, *USA Today*, 2007
- “The Dark side of Multiculturalism”, Robert Sibley, *The Ottawa Citizen*, 2006
- “The Challenges of Global Citizenship: Voices from Transnational Spaces” Belle Wei, [http://www.engr.sjsu.edu/media/pdf/dean/speech/spartan\\_daily\\_global\\_citizen\\_111303.pdf](http://www.engr.sjsu.edu/media/pdf/dean/speech/spartan_daily_global_citizen_111303.pdf)
- Pamela Passman, “Global Citizen”, CRO. LLC, 2006-07 <http://www.thecro.com/?q=node/177&spesh=printme>
- Martha Nussbaum, “Patriotism and Cosmopolitanism”, *The Boston Review*, 1994 <http://www.soci.niu.edu/~phildept/Kapitan/nussbaum1.html>

**Case Study:** Ethnic Conflicts in Paradise

**Enroute to Panama Canal:**

Panama: 14% Negro (West Indian Negro/African), white 9%, Indian 7%, Mestizo 70% (2000)

**Enroute to Miami-Dade, FL:** white 80%, 15.7% black, American Indian/Alaska Native 0.4%, Asian 2.1%, Native Hawaiian and other Pacific Islanders 0.1%, two or more races 1.2%, and Hispanic or Latino 19.5% (2006)

**Arrival to USA:** white 75.1%, black 12.3%, Asian 3.6%, American Indian and Alaska Native 0.9%, Native Hawaiian and other Pacific Islanders 0.1%, other races, 5.5%, and Hispanic origin 12.5% (2005)

## FIELD COMPONENT

The field component of the course is organized around five dimensions of global racial and ethnic identity: assimilation, acculturation, inclusion, exclusion and cultural resistance and how they related *to four core themes:*

- a. racial and ethnic conflict and harmony
- b. global feminism
- c. religious diversity across racial and ethnic spaces
- d. sustainable development.

All students are required to participate in THREE field practica. At least TWO of these should be field trips led by me (FDPs) in Brazil, Malaysia, Vietnam or Japan since these are central to the material we are covering in class. The final ONE may be from the list of options below or an independent practica approved by me.

### SUGGESTED PRACTICA:

BRAZIL:	Cultural Mobilization Project in Brazil (FDP); Service Visit: Calabar Fevela; Afro- Brazilian Museum and Candomble House; Capoeira School
NAMIBIA:	Peace Corp Volunteer Visit
SOUTH AFRICA:	Cape Town, Aparthied and Robben Island; District Six and Township Visit
INDIA:	Dalit Work Project in India; Socio-economic Problems in Chennai,
MALAYSIA:	Ethnic Communities in Malaysia (FDP)
VIET NAM:	Ho Chi Minh City's Temples and Churches (FDP)
HONG KONG:	Family Insight Tour; Environmental Attitudes and Values in China
JAPAN:	Hiroshima (FDP)

The THREE PRACTICA as windows of opportunity will guide each student to apply what they see, hear and learn about individuals, NGO's, cultural formations, organizations, and everyday cultural expressions through the lens of being "raced" or what Sociologist are calling the social constructions of race within each country? Simultaneously, we will examine how individuals "ethnically belong" as intimates, families, communities, nations and global citizens.

Students are required in their scheduled FDPs to understand racial and ethnic formation within the matrix and complexities that class, gender and sexuality bring to the picture.

Finally, the field component will provide students with comparative and accumulative insights, from one port to another, that will help them examine racial and ethnic aspects of transnational activism as found, for example, in the Hawaiian Sovereignty Movement, Brazilian Japanese or the Afro-Brazilian struggles, the "Whites" of South Africa or the Muslims in India.

## METHODS OF EVALUATION

10% Attendance, class participation, presentations, internet searches and homework assignments

35% Mid Exam, Take Home Essay style (classes 1-14)

35% Final Exam, Take Home essay style (classes 15-23)

20% **Field Requirement/paper:**

Students are required to write a 5-8 page paper using your FDP field observations, notes, course readings, internet searches and write about the cross-culturally links, similarities and differences, between countries on **one** of the following themes:

- a. Racial and ethnic conflicts and harmony
- b. Global Feminism
- c. Religious diversity across racial and ethnic spaces
- d. Sustainable Development

100%

*\*Class participation is involvement in discussions, individual and group presentations and debates, role plays and sharing internet discoveries*

## REQUIRED TEXTBOOKS

B. Bhattacharyya, J. Gabriel and S. Small  
*Race and Power: Global Racism in the 21<sup>st</sup> Century* (RP)  
Routledge Press  
978-0415219716  
2002  
\$55-\$75

Stephen E. Cornell and Douglas Hartmann  
*Ethnicity and Race: Making Identities in a Changing World*  
Pine Forge Press  
978-0761985013  
1998  
\$40-\$55

## RESERVE LIBRARY LIST

Donaldo Macedo and Panayota Gounari  
*The Globalization of Racism*  
Paradigm Publishers  
978-1594510779  
2005  
\$50-\$75

Noenoe K. Silva  
*Aloha Betrayed: Native Hawaiian Resistance to American Colonialism*

Duke University Press  
2004

Michael Omi and Howard Winant  
*Racial Formation in the United States*  
Routledge  
2<sup>nd</sup> Ed. 1994

George Lipsitz  
*The Possessive Investment in Whiteness*  
Temple University Press  
1998