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Office Hours: 1-3:45 p.m. Tuesday and Thursday; other times by *appointment only*;
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Assisted by Ms. Kristi Brownfield

“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.” (1990s, Australian Aboriginal Group).

Course Content:

I've designed this course to give advanced undergraduate and graduate students an overview of current theories and research in Sociology of Race & Ethnic Relations. This course will have a particular focus on the role of gender, race & ethnicity, sexuality in the diasporas & intersecting identities-relations of various groups, in particular, African, Asian, Latina/o, Middle Eastern, Euro-American diasporas, 'clashes of civilizations', hybrid & transnational identities, Boundary Crossing, Migration, Nationalism, Tourism, and Globalization. We will also examine various theories of race & ethnic relations, class, gender, sexuality, identities, resistance & movements (depending on whose standpoints!) among others. You will also learn about major data and web-resources on these issues. We will also discuss how to prepare to undertake sociological-interdisciplinary studies and research on these topics in a variety of settings. Last but not least, given my research on Cairo, IL and in Bangladesh (among other topics), you will learn much these topics and sociological research as well.

Students will have the opportunity to develop skills in several areas: traditional scholarly research and writing skills, applied work, and personal reflection. The course will use lectures, class discussions, Web-based research, films, and guest speakers to examine various facets of comparative race and ethnic relations (and their intersections with gender, sexuality, class, culture, and globalization). Students will also take responsibility for leading discussions and being prepared for class through readings and active participation. Three paperback books are strongly recommended for purchase, since we will read nearly all their contents. Some journal and short web articles will be available on via electronic media from Morris Library, blogs and websites, and a Google group site. Others are recommended. You are expected to have read the assigned materials before coming to class each day; lectures and discussions will presume a familiarity with assigned materials.

Since much of the class does depend on discussion, participation, viewing of multimedia materials, you will be penalized for absences in excess of four class sessions during the term. If you miss more than seven class sessions during the semester (nearly 2 months!), you will receive a failing grade in the class. So make sure that you are in class, schedule doctors' and other appointments at times other the class times. There may be slight modifications of the schedule and/or syllabus during the term, so be certain to check with a classmate, if it is necessary for you to miss a class. I may add or subtract short relevant news and other articles, videos or blog-web sites through out given class interests. Finally, if you have any specific learning-life issues and/or challenges, privately please let me know from the beginning of the class and we can work on any needed accommodations.

COURSE STRUCTURE AND GRADING:

Ground Rules for the Course:

1. Acknowledge that racism, sexism, classism, homophobia, and ethnocentrism exist.
2. Acknowledge that one of the meanings of racism/sexism (isms) is that we have been systematically taught misinformation about our own group and especially members of other groups.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. Victims are not to be blamed for their oppression.
5. We will assume that people are always doing the best they can.
6. We will actively pursue information about our own groups and those of others.
7. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way "put down" people for their experiences.
8. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.

**Ground rules by Lynn Weber, Women's Studies, University of South Carolina, Columbia, SC. Previously at Center for Research on Women, Memphis State University, Memphis, TN 38152

Grading System: This course will use a modified contract grading system. Part of your grade will be computed from criteria established by me. Two-thirds of your grade will be determined by a take-home midterm exam (100 pts), a take-home final exam (100 pts), short response assignments (5-10pts each up to 50-70 pts), a research paper & presentation (100 points), and attendance and class participation over materials (25 pts), and self-assessment (10 pts). The midterm and final are weighted equally. In each case you will have one week to complete an essay-style exam (typed copies are required).

The remaining portion of your grade will be computed from your performance on an assignment to be contracted between you and me. Students enter courses with a variety of legitimate learning goals: sharpening traditional scholarly skills in research and writing; improving skills in applying knowledge to real-world settings; exploring personal orientations on issues related to the course. This contract grading system requires that you assume a portion of the responsibility for defining those goals and designing assignments useful in reaching them.

For your assignment, I suggest that you focus on particular groups, areas, historical and/or current events (in places other than the USA or part of the diaspora). Or the rise of democracy in South Africa, Middle East and other areas. Emergence of fundamentalism (s)? Or ethnic-religious conflicts in Africa, Middle East, Eastern Europe, Latin America, and/Asia. Or international responses to migratory movements from, ethnic conflicts, disasters-wars, or so-called humanitarian missions. These are meant to be suggestive rather than definitive; if you have ideas for other useful assignments, please discuss them with me. However, I expect you to focus in on more specific topics or region for many of your web-research, recipe, language, or cultural assignments.

Your paper references can be taken from a variety of resources—library, journals, websites, but you must include citations to scholarly journals and complete web citations that work when I access them. NO WIKIPEDIA! This is PLAGIARISM: if I find that you have directly used any materials without proper citation (source, page number, and quotation marks), such as parts of articles or whole papers, you will receive a failing grade on your paper and fail the course. I do not accept “inadvertent” explanations b/c Plagiarism has been defined, explained, and reinforced now and during the class. If you have any questions about these issues, just ask.

By the end of the third week of class I would like for you to have prepared a written tentative contract of work you would like to complete. We then will set up for early the following week brief appointments so that I can discuss your contract with you individually. Once we agree on an assignment you will complete during the term, we will make modifications only by mutual agreement. An outline & working bibliography of your paper is due on 21 February. A rough draft of your paper is due on 8 April. You will give a short paper presentation in class-prepare some food from your country/area before the end of the semester. If your paper is unacceptable, I will return it for rewriting, however, give me your best possible drafts. All work must be turned in by 7 May if it is to receive credit.

Student Self –Assessment (Due the last week of class : I think I have earned a(n) __ in this class. Please provide a one page rationale of your assessment. Re-read the goals and course requirements and include such items as the grades on directed writing assignments, midterm, improvement in writing, your capacity for integration and reflection on the material presented, your participation in class discussions, your success at reading material in advance of each class session, and any other information that you think is relevant. DO NOT include how much time you spent outside of class reading and/or writing. (10 points).

If you have questions, feel free to stop by my office or call me at the office (453-7626).

Required books (should be available as used books):

Joane Nagel, Race, Ethnicity, and Sexuality

Linda Martin Alcoff and Eduardo Mendieta, Identities: Race, Class, Gender and Nationality

Karen Armstrong, Islam: A Brief History

I'm assuming that you had SOC215 Race & Ethnic Relation or related class so that you have a basic understanding of the major concepts & theoretical perspectives of Race & Ethnic Relations such as assimilation, pluralism, secessionist, militant (!), apartheid, and related concepts.

We will review some of these concepts, but if you feel the need for an overview-refresher, check out some of Joseph Healey's race & ethnic relation books.

For each class-topic keep actively looking for international news and issues in newspapers, TV, and internet & citizens' media in the BBC, New York Times, <http://www.iht.com>, and other media. Also check out: www.alternet.org and women's enews www.womensenews.org or Global Voices <http://www.globalvoicesonline.org/> or Interpress agency <http://www.ipsnews.net> or <http://us.oneworld.net> or <http://news.newamericamedia.org/news/>

Let me know about any other good websites, blogs, Youtube, and other videos, too! I will be also setting up a Google group account for the class to post materials and messages....

I will be sending links to other sites during the semester. You should know about some of my related sites:

Nari Jibon blog: narijibon.blogspot.com

or Kathryn Ward's blog: pagolnari.blogspot.com or <http://rising.globalvoicesonline.org/>

See the class google site for other blogs-sites of interest:

Week 1. 15-17 January

Joane Nagel Race, Ethnicity, and Sexuality, Introduction
Marilyn Davis, “Made in Bangladesh” Perspectives, fall 2005,
http://www.siu.edu/~perspect/05_fall/05_fall.pdf
<http://www.learningdiversity.com/> look at the vignettes

See www.narijibon.com and www.siu.edu/~narijibon

Week 2. 22-24 January Intersections of Gender, Race, Ethnicity, and Sexuality

Turn in your email address/personal history assignment on 22 January

Nagel Race, Ethnicity, and Sexuality, Chapter 1 & 2
Chapters 1-4 (Hegel—Mead) in Alcoff & Eduardo Mendieta, Identities

Assignment: Population distributions around the world—what is the population distribution among the continents? Largest country? Race-ethnic groups? Religions?
b) Bangladesh: Virtual Bangladesh Map(s) of the world
c) Where in the world Dr. Ward has been? How many people live in Bangladesh? Dhaka? Honduras? Has she made the local newspapers? Blogs? Internet?

Brazil, South Africa, Kenya, Nigeria, Malaysia?

web sites:

U.S. in the World <http://www.prb.org/>
Download the world population data sheet (PDF file). Also take a look at HIVAIDs resources! FAQs
www.pbs.org,
<http://www.worldbank.org/gender/>

Week 3. 29-31 Jan Ethnosexual Boundaries and Colonization –We all Came From Somewhere

your country-group-context of interest?

Nagel Chapters 3 & 4, “Sex and Conquest”
“Sex and Race in America.”

Chapters 5-6, 9 in Alcoff & Eduardo Mendieta, Identities

Video: Eat a Bowl of Tea

Assignment: Knowing where we came from or where was your family during the ‘great migration/immigration?’ (see Google groups website for links)

Week 4. 5-7 Feb. Transitional Race & Ethnic Relations in USA

turn in your proposed paper topic 7 Feb.

“White Girl’? A Dialogue on Race”<http://seattletimes.nwsourc.com/whitegirl/index.html>

“Black Like I Thought I Was” [Erin Aubry Kaplan, LA Weekly](http://www.alternet.org/story/16917/)
<http://www.alternet.org/story/16917/>

Video: Race—power of illusion—three part video

Ch 7-8, 10-11 Alcoff & Eduardo Mendieta, Identities

<http://rememberingslavery.si.edu/>

<http://withoutsanctuary.org/main.html>

And Remembering Jim Crow, perspectives by southern whites,
<http://americanradioworks.publicradio.org/features/remembering/whites.html>

See also overall site

<http://americanradioworks.publicradio.org/features/remembering/>

Oral histories and Jim Crow guide

<http://www.pbs.org/wnet/jimcrow/jimcrowguide.pdf>

http://www.pbs.org/wgbh/amex/zoot/eng_sfeature/sf_zoot_mx.html

<http://www.census.gov/> statistical abstracts of U.S. and historical statistical abstracts)

Week 5. 12-14 Feb. Transforming-Resistancing Identities

Video: Race—power of illusion

Chapt 12,13; 16-17 21-22, 24 Alcoff & Eduardo Mendieta, Identities

Rwanda, South Africa, Congo—Ethnicities-Majority-Minority

Videos: Hotel Rwanda or Tsotsi

19-21 Feb. Mobility of Persons, Workers, Capital, Identities

Chapts 25-28 Alcoff & Eduardo Mendieta, Identities

Paper Outline & Working Bibliography Due 21 Feb

Video: City of God or The Namesake

Howard Winant, Race and Brazil journal article

Robert Scheer, Truthdig “Our Fake Immigration Crisis” Posted on March 30, 2006,
Printed on April 8, 2006 <http://www.alternet.org/story/34202/>

Rinku Sen, TomPaine.com, Six Immigration Lies, Dispelled” Posted on July 24, 2006,
Printed on July 29, 2006 <http://www.alternet.org/story/39269/>

Make Trade Fair-Oxfam, TRADING AWAY OUR RIGHTS: Women working in global supply chains, <http://maketradefair.com/en/index.php?file=06022004174047.htm>

Assignment Where do your fruit and vegetables come from in Carbondale?(and don't tell me Wal-Mart). What are the pesticides and risks? Go to a grocery store and find out where your oranges, grapes, apples, bananas, strawberries, and one other vegetable come from. In your country, what are the main foods and where do they come from? Where do people get their water? Provide a recipe of one the national/regional favorites (you will cook and share this later on...). Who picks and processes your food? Who makes your clothes? Cell phone? Car?

Global exchange www.globalexchange.org

Week 7. 26-28 Feb. Boundary & Cultural Crossing

Nagel, Chapter 5, “Sexually Imagined Communities.”

Chapters 21-22, 24 in Alcoff & Eduardo Mendieta, Identities

Video: Every thing is illuminated

Kosovo, European, Turkey

<http://www.mclight.com/>

<http://www.mclight.com/slideshow.html>

Moldova, price of sex, http://www.pbs.org/frontlineworld/flash_point/001moldova/

Week 8. 4-6 March,

Midterm

Nagel, Chapter 6, Sex and War

21-22, 24 in Alcoff & Eduardo Mendieta, Identities

What's happening in the Congo?—see Human Rights Watch and other web-citizen media reports

Week 9 Spring Break! No class!

Weeks-10-11 18-27 March Tourism, Sexualities, Trafficking, Transnational Identities

Note: Midwest Sociological Society meeting, 27-30 March St. Louis, my session TBA so check to see if we will have class on 27 March.

Nagel, Chapter 7 & 8 Travel and Romance; Global Economy of Desire
Chapter 27-28 Alcoff & Eduardo Mendieta, Identities

Video: Born into Brothels

Students watch on their own:: “Taking the Pledge”

<http://www.sexworkerspresent.blip.tv/file/181155>

Migration, Trafficking
Eco-tourism

Anneli Rufus, AlterNet, There's No Such Thing As Eco-Tourism
Posted on August 14, 2006, Printed on August 14, 2006
<http://www.alternet.org/story/40174/>

Weeks 12-13. 1-10 April Religious-Cultural-Gender Identities:

Rough draft of paper due 8 April

Karen Armstrong, Islam: A Brief History
Chapters 29-32 Alcoff & Eduardo Mendieta, Identities
Edward Said, Orientalism (video)
Syrian bride or Divine intervention

Anoosh Jorjorian, AlterNet, “Exporting Evangelism” By Posted on February 7, 2006,
Printed on February 7, 2006 <http://www.alternet.org/story/31671/>

Rajeshree Sisodia in Kabul “Freedom elusive for Afghan women”
Wednesday 17 May 2006 4:34 AM GMT
<http://english.aljazeera.net/NR/exeres/BF50AEF3-062D-4C62-8274-1A22745968FD.htm>
H. J. KIM-PURI, “CONCEPTUALIZING GENDER-SEXUALITY-STATE-NATION”
GENDER & SOCIETY, Vol. 19 No. 2, April 2005 137-159
A m i n a J a m a l, “Gender, Citizenship, and the Nation-State in Pakistan:

Willful Daughters or Free Citizens?" *Signs: Journal of Women in Culture and Society* 2006, vol. 31, no. 2

Michael Lerner, AlterNet, "Middle East Violence: Neocons' Fantasy"

Posted on July 17, 2006 <http://www.alternet.org/story/39048/>

Democracy Now! Interview with Noam Chomsky, "Failed States, Rogue States and America" Posted on April 3, 2006 <http://www.alternet.org/story/34321/>

Stanlie M. James, "Shades of Othering: Reflections on Female Circumcision/Genital Mutilation." *Signs* Summer 1998 v23 i4 p1031(1)

Donors and domestic violence and/or violence against women?
Fundamentalisms????

Assignment: Given your particular location in the world, what strategies do you propose to deal with fundamentalism and issues of surrounding women and violence against women? What groups would you work with? How do we get men to intervene? What can we in the North do?

Week 13. 15-17 Apr

Nagel, Conclusion

Chapters 33-34, Afterword, Alcoff & Eduardo Mendieta, *Identities*

Week 14-15 22-29 Apr, 1 May Paper and Food Presentations

Finals week: 5-9 May, second exam due 5 May 8:00 pm

Personal Herstory/History Assignment

Due 22 January

Please provide your email address on the top of your paper with your name. The purpose of this assignment is to get you to start thinking about your life and intellectual experiences with gender, race, class, sexuality, religion, globalization, development, and as resident of your region of the world. There are no right or wrong answers. You will turn in your typed answers in class on Tuesday, 22 January. Answer the questions on additional sheets of paper. Also please use correct spelling and grammar.

1. When were you first aware that there was such a thing as differences in gender, race, class, region, and sexuality? How old were you? How did you tell? Was this in a rural or urban setting? What country?
2. How many brothers and sisters do you have? Did you notice your parents treating you any differently as you grew up? Preschool age, grade school age, high school, and college, adult (real world)?
3. What types of messages did you receive about gender, race, class, and cultural-religious roles from your schooling? Differences in sports, classes, guidance counselors etc?
4. What kinds of messages did you get about your proper gender, race, sexuality, and religious-cultural roles as you entered adolescence and puberty? Did your friends change? Did you have any friends from other countries?
5. How do you see yourself as different from white ethnic western women (men)? How do you see yourself as the same as white ethnic western women (men)?
6. What types of messages have you received about gender, race, class, religion-culture and sexuality from the media, for example, TV, movies, commercials, internet?
7. Is it possible for women (men) to combine having a family and a career? In other words, have it all? (Why aren't men asked this question???) How have your thoughts/actions on this matter shaped your career and fertility decisions?
8. How do you deal with family or friends who make obviously sexist, racist, and ethnocentric remarks? How do you deal with men (women) who make obviously sexually and racially (and ethnocentric) harassing remarks? On the street? Classroom? Workplace?
9. How many languages do you speak, read, understand, write?
10. How many countries have you visited beyond the country of your birthplace? Where? When? Experiences?
11. Check out the labels on the clothes that you are wearing today. Where did they come from? Where did you buy them? Did you eat any fruits today? Where did they come from and where did you buy them? Who picked and processed your food? Made your clothes? Your cell phone? Your car?