

Fall 2005  
Prof. Larry  
Neuman



*SOCIOLOGY 391*  
**Race and Ethnicity  
in Comparative Perspective**

*Introduction*

Most people are aware that racial and ethnic identities, tensions, concerns and conflicts are not unique to the United States. However, the types of racial-categories, tensions and issues that exist in the United States frequently differ from those found in other parts of the world. There is a tendency to believe that the racial-ethnic categories and issues found the U.S. are somehow inevitable, natural and apply worldwide. This is misleading. While some aspects of the U.S. situation are found elsewhere, many other aspects are not.

Our understanding of race-ethnicity is enriched and much the most dynamic new thinking about race and ethnicity originate by looking across countries. Most U.S. college courses on race and ethnicity are narrow in this regard. They describe past racial-ethnic issues, document the current conditions of various racial-ethnic groups, or examine how processes of prejudice and discrimination operate in the United States. These are worthy topics but do not distinguish what is peculiar to the United States from general processes. Rarely do the courses look at alternative forms, models, or policies of racial-ethnic relations to see the full range of what is involved. Most courses even overlook atypical patterns found in parts of the United States, such as in Hawaii or Puerto Rico. Failing to examine diverse forms of racial-ethnic relations limits insight into the U.S. situation.

Course Prerequisite: Complete any university diversity requirement.

*Course Learning Objective*

1. Students will understand alternative theories, bases of and definitions of race and ethnicity
2. Students will be able to describe racial-ethnic categorization processes in the U.S. and how a process of racialization operates generally.
3. Students will be able to explain the varied impact of nationalism, globalization and immigration on race and ethnic relations in several countries
4. Students will be able to outline several alternative models that various multi-racial/ethnic societies have developed to reduce conflict and manage racial-ethnic relations
5. Students will be able to discuss in detail the racial-ethnic relations and conflicts in at least five non-U.S. countries.

*Contact Information*

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Office Hours: Monday and Wednesday 12:00 pm – 2:00 pm, and by appointment

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## ***Learning Resources***

### Textbook Rental

1. Kivisto, *Multiculturalism in a Global Society*, Blackwell (2002)
2. Esman, *An Introduction to Ethnic Conflict*, Polity Press (2004)
3. Fenton, *Ethnicity*, Polity Press (2003)

Purchase: Cornwell and Stoddard, *Global Multiculturalism: Comparative Perspective on Ethnicity, Race, and Nation* (2001)

Note: Used Copies are available for under \$25 at on-line bookstores. I recommend looking at <http://www.bestwebbuys.com/books/index.html>

### ***Evaluation of Learning and Grades***

4 open-book/on-line exams (50%),	100 points
1 research paper, 6-8 pages (20%)	40
2 15 minute class presentations (20%)	40 (20 points each)
Class participation/attendance (10%).	20
Total	200 points

The points-to-grade scale is: A = 90.00-100%, B= 80.0-89.99%, C = 70.0-79.99%, D = 60.0-69.99%.

Exams: The exams will be multiple choice and short answer given on D2L. Test 4 has a short essay section that is comprehensive.

Term paper: The paper is to be 6-8 pages long with at least 6 sources, at least 2 of the 6 must be articles or books (not sources only on the web). The topic should focus on one a non-U.S. multi-ethnic/racial society that we did not examine in class and discuss how ideas mentioned in class and the readings are relevant in the society.

Presentation: Each student is to give two 15 minute presentation to the rest of the class describing racial-ethnic relations in a non-U.S. society. It can be on a country discussed in class if new material is presented. One presentation should be with another class member, the other presentation must be done alone. You should discuss how your case illustrates general issues of race & ethnicity discussed in the class.

Extra Credit: Students can earn up to a maximum of 12 course points in extra credit. Extra credit activities are worth 2-4 points. Examples include attending approved public lectures and writing a summary of what was said, viewing a major motion picture on video/DVD that deals directly with a topic of the class and writing a summary that includes links to class topics.

**Attendance Policy:** Regular attendance is expected of all students. Two unexcused absences are permitted without penalty. Beyond 2 absences, 10 points will be deducted from total points for each unexcused absence. Excuses for absences should be serious (e.g., hospitalization) and written documentation provided when possible. Examples of invalid, unacceptable excuses include the following: "I broke up with my boyfriend and was sad" "my pet gerbil was sick" "I got a good deal on a plane ticket to leave early for vacation" "I drank too much last night" "It was raining and I didn't want to get my new hairdo wet" "I didn't want to miss the big game on TV." NOTE: I have heard each one of these from a real student asking for an excused absence.

## **Classroom Etiquette Reminder**

In order to promote an effective learning environment and climate of mutual respect, we ask you to try to be considerate to other people while in the classroom. During class please:

- Try to arrive within 1-2 minutes of the class starting time, and stay until the class ends. If you must leave early, please try to tell the instructor before class begins.
- Be polite and turn **off cell phones**, beepers, and watch alarms until the class has ended.
- Please do not eat food during the class, most others find this to be disruptive and annoying.
- Please do not talk to your neighbor while another student is asking a question or making a presentation. This is discourteous and just plain rude.
- Please do not sleep, put your feet up on a desk, read newspapers, listen to a music player, or show similar disrespect for an educational setting. Such actions distract others who wish to be attentive, concentrate, and learn.
- Please do not interrupt another student who is speaking, but wait until they have finished before adding a comment or question.
- Try to raise your hand to signal when you have a question, answer, or wish to add a comment, especially in larger classes. Aggressively shouting out responses or questions tends to intimidate some fellow students and inhibits their equal participation.
- Try to remove hats while inside buildings. Clothing fashions are transient but traditionally wearing a hat indoors is a sign of disrespect toward teachers or indicates arrogant self-absorption.

## **UNIVERSITY STATEMENT**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events (for details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

## **General Schedule of Semester Assigned Readings**

### **Weeks 1, 2, 3. Sept 9-Sept 23**

What is Race, What is Ethnicity?

Part 1: Beginning Issues

“Illusion of Race”

Fenton, Chapter 1

Kivisto, “Analytic Distinctions: Ethnicity, Race, and Nationality” pages 14-20.

Part 2: Idea of ethnicity/race

Fenton, Chapters 2,3 and 4

Handout

### **Week 4. Sept 26**

Racial classification and categorizations in the census

Fenton, Chapter 5

Handout on census classification

### **September 30. Test 1**

### **Weeks 5 and 6. October 5-14**

Nation, Globalization and Inclusion of Racial-Ethnic Minorities  
Fenton, Chapter 6 (pages 113-134),  
Kivisto, pages 20-42  
Esman, Chapters 1, 2, 3 (pages 3-69)

**Weeks 6 and 7. October 17-24**

Diaspora, Migrations, and Ethnic Conflict  
Cornwell and Stoddard, Introduction, page 1-24  
Esman, Chapters 4, 6-8

**October 28. Test 2**

**October 31-November 21. Racial/Ethnic Minorities: Case Studies**

**ANGLO SETTLER NATIONS**

United States, a point of reference, read Kivisto, Chapter 2  
Hawaii, Lecture and Handout  
Puerto Rico, Lecture and Handout  
Other Anglo settler nations  
Canada and Australia  
Cornwall and Stoddard, Chapter 13  
Kivisto, Chapter 3

**EUROPE**

Britain Kivisto, Chapter 4  
Germany Kivisto, Chapter 5  
France Cornwall and Stoddard, Chapter 3; Kivisto, Chapter 5  
Bosnia Cornwall and Stoddard, Chapter 10

**LATIN AMERICA**

Cuba Cornwall and Stoddard, Chapter 8  
Mexico Cornwall and Stoddard, Chapter 11  
Brazil Cornwall and Stoddard, Chapter 5  
Guatemala Cornwall and Stoddard, Chapter 4

**EAST and SE ASIA**

China Cornwall and Stoddard, Chapter 12  
Japan Lecture, Handout  
Malaysia Lecture, Handout (also in Fenton)  
Thailand Cornwall and Stoddard, Chapter 2

**SOUTH AND WEST ASIA**

Sri Lanka Lecture, Handout  
Turkey Lecture, Handout

**AFRICA**

Kenya Cornwall and Stoddard, Chapter 7  
Nigeria Lecture, Handout  
Rwanda, Lecture, Handout  
Zimbabwe Cornwall and Stoddard, Chapter 9

**November 25 Test 3**

November 28-Dec 12            Student Presentations

December 16                      Lecture/Discussion: Looking at Race-Ethnicity in the U.S. from a Comparative Perspective

**December 19 Test 4**

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>
1, Sept 5-9	<b>Labor Day</b>	Introduction
2, Sept 12-16	What is Race, What is Ethnicity?	What is Race, What is Ethnicity?
3, Sept 19-23	Idea of ethnicity/race	Idea of ethnicity/race
4, Sept 26-30	Classification, categorizations	<b>TEST 1</b>
5, Oct 3-7	Nation, Globalization, Inclusion	Nation, Globalization, Inclusion
6, Oct 10-14	Nation, Globalization, Inclusion	Nation, Globalization, Inclusion
7, Oct 17-21	Diaspora, Migrations, Conflict	Diaspora, Migrations, Conflict
8, Oct 24-28	Diaspora, Migrations, Conflict	<b>TEST 2</b>
9, Oct 31-Nov 4	ANGLO SETTLER NATIONS	ANGLO SETTLER NATIONS
10, Nov 7-11	EUROPE	EUROPE
11, Nov 14-18	LATIN AMERICA	ASIA
12, Nov 21-25	AFRICA	<b>TEST 3</b>
13, Nov 28-Dec 2	Student Presentations	Student Presentations
14, Dec 5-9	Student Presentations	Student Presentations
15, Dec 12-16	Student Presentations	U.S. and Comparisons
16, Dec 19-23	<b>Test 4</b>	