

Please Note: This is last fall's syllabus. However, we will be doing much the same thing this semester. Please contact me with any questions (c.ownby@leap.utah.edu)

LEAP 3050-01  
Fall Semester 2017  
Dr. Carolan Ownby

## **DEALING WITH DIFFERENCE: INTERNATIONAL PERSPECTIVES**

*It is a little dangerous to live in a society which is closed up like a shell. We petrify there and grow unaccustomed to fresh air and fresh ideas.*  
--Jawaharlal Nehru

We value and fear diversity at the same time. The purpose of this course is to gain an understanding of the ways in which diversity has been both constructed and explained. We will focus on the process of exclusion, especially as it is motivated by perception of race and class, and will examine this process as it occurs internationally, beginning with the historical context of European colonialism and scientific racism. We will then briefly consider the cases of Australia and Rwanda. We will end with an in-depth look at the case of South Africa. The pedagogy will shift at the end of the class to an intensive role playing exercise. The goals of the role playing exercise are to enhance the critical thinking skills of the students and encourage students to explore the problems of healing and unity in a fractured society. Specifically, there are many ways that South Africans could have constructed their society after apartheid collapsed in the early 1990s. Students will assume roles of representatives of various factions in South Africa at the time to explore what some of these ways might have been, and why. We will compare these explorations with the path that South Africans actually followed.

Questions which we will consider are:

- What is "race"?
- How has race been defined historically? How has this definition become institutionalized?
- What is "eugenics"?
- What is the connection between race and class?
- How are colonization, modernity and globalization related?
- In any area where there are layers of identity, is more significance given to the earliest or the latest identity?
- How does a rigid definition of community like apartheid [1948-1990] affect society in general?
- Can the goals of general society be reached by separation, or will one group inevitably be favored over the others?
- Can the building of communities transcend a system like apartheid, and if so, how?
- Where is the road to reconciliation? After years of conflict over diversity, how can differing parties best come together and move forward?
- What is *ubuntu*?

**REQUIRED READING** (asterisks\* indicate that the reading can be found online in Canvas)

Boggs, Belle. "For the Public Good: Forced Sterilization and the Fight for Compensation".

<https://blog.longreads.com/2014/11/19/for-the-public-good/>

(Also available as Kindle Single and Audible Audio from Amazon.com)

**OR**

Coates, Ta-Nehisi. "The Case for Reparations"

<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

[Half of the class will read the Boggs essay, and the other half will read the Coates essay]

Clark, Nancy L. And William H. Worger. *South Africa: The Rise and Fall of Apartheid*. 2 ed. [2011]

Eby, John C. And Fred Morton. *The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993*. [2017]\*\*

Feagin, Joe R. "The White Racial Frame." Chapter Three in *Racist America: Roots, Current Realities, and Future Reparations*. [2010] \*

Gould, Stephen Jay. "American Polygeny and Craniometry before Darwin." Chapter Two in *Mismeasure of Man*. [1996]\*  
(Skim)

Gourevitch, Philip. Chapter Four in *We Wish to Inform You* [1998]\*

Kiernan, Ben. "The Spanish Conquest of the New World, 1492-1600." Chapter Two in *Blood and Soil*, [2007]\* (Skim)

Kloby, Jerry. "The Sociology of Development." Chapter Seven in *Inequality, Power and Development*. [2003]\* (Pages 213-221)

Levine, Philippa. "Anthropology, Colonialism, and Eugenics." Chapter Two in *The Oxford Handbook of The History of Eugenics*, [2010]\*

McGregor, Russell. "'Breed out the Colour' or The Importance of Being White." [2002]\*

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack". \*

The Image Archive on the American Eugenics Movement.

<http://www.eugenicsarchive.org/eugenics/branch.pl>

### **RECOMMENDED READING:**

Banner, Stuart. "Why 'Terra Nullius'? Anthropology and Property Law in Early Australia." *Law and History Review* 23.1 (Spring 2005). \*

Boraine, Alex. "The Language of Potential." Chapter Seven in James, Wilmot and Linda van de Vijver, eds. *After the TRC: Reflections on Truth and Reconciliation in South Africa*. [2001]\*

Nourse, Victoria. "The Justice, the Governor, and the Dictator." Chapter One in *In Reckless Hands: Skinner V Oklahoma and the Near Triumph of American Eugenics*. \*

Straus, Scott. "Background to the Genocide". Chapter One in *The Order of Genocide: Race, Power, and War in Rwanda*. [2006] 17-40.\*

### **WHERE TO REACH ME:**

Office: 156 Sill Center

Office Hours: Tuesday/Thursday 9:30-10:30; and by appointment

Office telephone: 581-3447

Sill Center telephone: 581-3811

E-mail: [c.ownby@leap.utah.edu](mailto:c.ownby@leap.utah.edu) (Best way to reach me)

### **PEER ADVISOR**

**Affan Mahmood**

[affanamir@gmail.com](mailto:affanamir@gmail.com)

(385)-227-3027

**REQUIREMENTS.** The student's grade will be earned as follows:

13	CR's (Critical Responses)
	1 Syllabus quiz
	1 "Race: The Power of an Illusion" film response
	2 Eugenics Scavenger Hunt
	8 Participation (reading quizzes, speaking prep, in-class activities, etc)
	1 Speaking Prep
15	Quiz on Creation of Race
10	Transitional Justice Response
10	Comparative essay: <i>When Ideologies Collide</i>
12	Pre-RTTP Quiz
40	RTTP
	1 Individual RTTP meeting with Dr O
	10 RTTP Editorial
	10 Position Paper on Constitutional Concern
	9 RTTP participation
	10 Constitutional Argument Paper

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100 TOTAL

**Extra credit: 3 extra credit CRs maximum, which you can select from the following list:**

[Note: you **must use three different categories**]

1. Watch and write a review of one South African film approved by Dr. O. List is on Canvas.
2. Watch and write a review of one film on race approved by Dr. O. List is on Canvas.
3. Watch and write a review of one film on Australia, or Rwanda. List is on Canvas.
4. Attend and review a campus event approved by Dr. O
5. After watching the 30 minute film, take the "Ute Quiz"

**GRADING :** I do not grade on a curve. Your grade will be based on the total number of points you have earned by the end of the quarter.

94% and above	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
60-63%	D-
Below 60%	E

**This class fills both an International requirement [IR] and a Social and Behavioral Science requirement [BF]**

**Essential Learning Objectives addressed by this course (these have been adopted by the Utah State Board of Regents as important objectives to be fulfilled by general education classes):**

**Acquiring Intellectual and practical skills, including:**

- Critical and creative thinking
- Information literacy
- Teamwork and problem solving

**CLASSROOM POLICY AND STRATEGY:** Assigned work will be due in class on the due date, or posted on Canvas. Any assignment may be turned in early. **Late assignments [other than CRs which cannot be turned in late] will only receive partial credit unless prior arrangements are made.** For an assignment to be on time, it has to be handed in by you at the beginning of class OR submitted through Canvas. **Unless you make prior arrangements, an assignment posted on Canvas after the deadline will not be accepted.**

**CRs** [Critical Responses] are short exercises intended to aid and assess your understanding of covered material. They may be given 1, .5, or 0 points credit [or potentially 1% of your final grade]. They may be assigned to be turned in later, or assigned at the beginning of class to be done in class, or formulated as a result of group activity during class. Because they contribute to class discussion and reward class attendance, CRs cannot be made up for any reason.

**Upper division classes have large reading loads.** Reading assignments will be about 50 pages for each class period, although if you spread the reading out by doing a little every day it becomes much easier. The class depends on discussion rather than lecture, which means you must come prepared to discuss by doing the reading.

**If you make a serious commitment to doing five things, you can succeed in this class. First, you cannot fulfill the requirements for the class unless you attend regularly. Secondly, be on time. Excessive tardiness is bad etiquette in a university class. Third, come to class ready to participate. I am not a T.V. and you are not a sponge. A class such as this depends on your contribution to discussion. You can't contribute without doing the reading on schedule or before. Fourth, be willing to ask questions when necessary. There is no such thing as a "dumb question." Finally, refer to this syllabus regularly. The syllabus is your friend.**

The above paragraph means that you are an active participant in class. For me, that precludes your multitasking. Online games, shopping, and Facebook are not appropriate activities during a college class. **Accordingly, please turn cell phones off. Please do not text during class. Please do not use your laptop during class, except when I specifically ask you to look something up. I will consider your use of cell phones, texting and laptops as an invitation to call on you more often.**

**UNIVERSITY POLICY: ACCOMMODATION FOR STUDENTS WITH DISABILITIES:** Read the following statement and, if it applies to you, please visit the University's Center for Disability Services:

*"The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for Accommodations.*

*"All Printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services."*

**ADDRESSING SEXUAL MISCONDUCT:** The following statement is the University's policy.

*Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).*

**PLAGIARISM:** The University defines plagiarism as “ the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.” The University's punishment for plagiarism is an automatic “no credit” in the course. Further disciplinary action may be taken. **If you plagiarize a paper for my class [in part or in whole] you will get zero credit for that paper.**

**AFFAN'S MISSION STATEMENT:** *My mission statement is to create a welcome environment for new students. I want to show them the resources available on campus and online, and I want to help them adjust to college life. I seek to help students balance their academic and personal responsibilities so they can be successful at the University of Utah.*

**IDEOLOGICAL DIVERSITY:** Some of the topics we discuss may be controversial. Topics are controversial precisely because intelligent, well-informed people may end up believing in opposite things. You are not required to adopt the stance that you may think I have. You are, however, required to support any stance you have with solid support.

**REACTING TO THE PAST:** This course concludes with a role playing pedagogy designed to encourage critical thinking. Because the exercise involves the ability to react to unexpected events, such as those that have occurred in history, **revealing game secrets or events to students outside the class may be considered a violation of academic integrity. It may also ruin the game for other students.**

**YOUR RTTP QUEST:** “Imagine you're playing a video game. First, you need an avatar, a character with a story line, right? Ok, your role sheet explains your avatar. It provides a good story line. YOUR story line. Your avatar dies, you lose. Got it? Now the gamebook is like the quest, or the challenge. Your job is for your avatar to WIN. But to do that, you need to know the rules....So stop thinking of yourself as a student preparing for a test. (Though you just may have a test along the way, as one of your challenges.) Think of this as a game you've got to win.”  
– Mark Carnes

**SOCIAL AND BEHAVIORAL SCIENCES STATEMENT:**

Courses in social sciences help students understand institutions, cultures, and behaviors. Such courses acquaint students with fundamental concepts, theories, and methods of analysis. They enable students to think critically about human behavior and society.

**THE PROFESSOR'S RESPONSIBILITY:**

- I will treat you with dignity and respect.
- I will be ready to start the class on time.
- I will end the class on time or within three minutes of the scheduled ending time.
- I will follow the syllabus as closely as possible. If the dynamics of the class make changes necessary I will discuss those changes with the class before making them.
- I will update the syllabus on Canvas
- I will be prepared to make class time valuable to those who attend.
- I will check my email regularly and answer email questions within 24 hours.
- I will be available during my scheduled office hours.

**THE STUDENT'S RESPONSIBILITY:**

- You will treat the professor and the other students with dignity and respect [no talking when I, the PA, or one of your peers is talking].
- You will arrive for class on time.
- You will bring the text we are reading to class.
- You will stay to the end of class both mentally and physically. You will not spend the last five minutes of class packing up.
- You will not text or answer phone calls during class.
- You will not use laptops during class for anything except taking notes.
- You will not sleep during class.
- You will not do homework for classes or read newspapers during class.

## CLASS SCHEDULE

Please note that the reading listed for any particular day should be done BEFORE you come to class on that day. Assignments are subject to change with prior notice.

### Week I

- Aug 22 Introduction to the Class: ways we divide and ways we reconcile  
Being a Transfer Student  
What this class is about. What you might think, and why you shouldn't think it.  
**History and Point of View**  
The strange case of "race"  
What is "normal"? Why privilege is blind. White privilege, American privilege  
*McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack". \**  
Ota Benga  
[http://www.nytimes.com/2006/08/06/nyregion/thecity/06zoo.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2006/08/06/nyregion/thecity/06zoo.html?pagewanted=all&_r=0)
- 24 **"Racism, expansionism, agrarianism, antiquity"**  
Institutionalized racism  
*Feagin, Joe R. "The White Racial Frame." (Skim)*  
**Syllabus Quiz**
- 26 **DUE: "Race: the Power of an Illusion" Part 2 response (by 10:00 pm on Canvas)**

### Week II

- 29 Colonization and Anthropology  
*Kiernan, Ben, "The Spanish Conquest." (Skim)*  
*Kloby, Jerry. "The Sociology of Development." (Read pages 213-221)*  
DUE: Participation point today
- 31 Scientific racism: monogeny, polygeny and Morton  
*Gould, Chapter 2: "American Polygeny and Craniometry Before Darwin" (Skim)*  
**Student Success Advocate**

- Sept 2 **DUE: Scavenger Hunt on Eugenics (by 10:00 pm on Canvas)**  
<http://www.eugenicsarchive.org/eugenics/branch.pl>

### Week III

- 5 Ideas of Extinction, degeneration, and eugenics  
*Levine, Philippa. "Anthropology, Colonialism, and Eugenics." (14 pages)*  
Buck v. Bell
- 7 Transitional Justice: How to heal  
*Boggs, Belle. "For the Public Good: Forced Sterilization and the Fight for Compensation" OR*  
*Coates, Ta-Nehisi. "The Case for Reparations."*  
[Half of the class will read the Boggs essay, and the other half will read the Coates essay]
- 9 **DUE: Transitional Justice Response.** Canvas by 10 pm.

### Week IV

- 12 **Quiz** on Race, privilege, scientific racism, eugenics, etc  
Poverty, modernity, globalization  
**Roles distributed**
- 14 The Case of Rwanda : Impact of colonialism  
*Gourevitch, Chapter 4, We Wish to Inform You*  
*(Straus, Chapter 1 "Background to the Genocide" 17-40)*

### Week V

- 19 The Case of Australia: Dealing with race  
Guest lecturer: Prof Carolyn Bliss  
*McGregor, " 'Breed out the Colour' or The Importance of Being White."*  
*(Banner, Why 'Terra Nullius'? Anthropology and Property Law in Early Australia)*
- 21 Intro to apartheid  
*Clark and Worger, Chapter 1: Intro to apartheid*  
*Chapter 2: Historical background*  
*Handbook, 50-52*

## Week VI

- 26 Afrikaner Nationalism  
*Hendrik F. Verwoerd, Explaining Apartheid, Handbook, 60-63*  
*Nelson Mandela, "Verwoerd's Grim Plot", Handbook, 68-76*  
*AWB Statement, Handbook, 116*
- 28 Black Nationalism  
*Constitution of the ANC, Handbook, 117-123*  
*Clark and Worger, Chapter 3: The Basis of apartheid*  
*Mandela in Clark and Worger, 141-148*  
*Freedom Charter, Handbook, 64-65*  
*Nelson Mandela, I Am Prepared to Die, Handbook 77-92*  
*Steve Biko excerpts, Handbook, 93*  
*Biko in Clark and Worger, 154-157*  
*Dan Montisi in Clark and Worger, 157-161*  
*Killing of Biko in Clark and Worger, 162-164*  
*Statement by UDF, Handbook, 94-96*
- 29 **Due: Critical Essay: "When Ideologies Collide"** (Canvas 10 pm)

## Week VII

- Oct 3 Umkhonto we Sizwe  
Black Consciousness
- 5 1980-1993  
Total Onslaught, Total Strategy  
*Handbook, 2-26*  
*Joe Slovo, "Has Socialism Failed", Handbook, 141-160*  
*Constitution of the SACP, Handbook, 228-229*  
*Inkatha Documents, Handbook, 161-177*

## Week VIII FALL BREAK OCT 8-15

## Week IX

- 17 *Clark and Worger, Chapter 4: Growing Contradictions*  
*Eugene De Kock in Clark and Worger, 166-168*  
*Handbook, 210-223*  
*Founding of COSATU, Handbook, 224-227*  
*The Kairos Document, Handbook, 97-114*  
*Universal Declaration of Human Rights, Handbook, 56-59*  
*AZAPO Documents, Handbook, 124-131*  
*Significance of African and Indian Joint Struggle, Handbook, 230-251*
- 19 **Speaking Prep**  
*Handbook, 178-190*

## Week X

- 24 *Clark and Worger, Chapter 5: The Collapse of Apartheid, pages 94-115 only*  
*Address by F.W. de Klerk, Handbook, 132-140*  
*Mandela speeches, Handbook, 191-208*  
*Handbook 27-49*  
**Pre-RTTP Quiz**  
Rules of the Game  
Faction sessions, election of session chairs (sessions 1, 2, 5,6, 7 rotating)
- 26 RTTP: Game begins. All-Party Talks Negotiations
- 28 **DUE: Your Editorial (by 10:00 pm, Canvas)**

**Week XI**

- 31 RTTP: All-Party Talks Negotiations  
Nov 2 RTTP: Constitutional Working Groups (A, B, C) begin work  
4 **Please remember that we are using a different set of Working Groups than Eby does**  
**DUE: Position paper on constitutional issue (by 10 pm, Canvas)**

**Week XII**

- 7 RTTP: Constitutional Working Groups continue work  
9 RTTP: Constitutional Working Groups complete work, submit completed drafts to GM & preceptor

**Week XIII**

- 14 RTTP: Debate of Constitutional draft from Committee A  
16 RTTP: Debate of Constitutional draft from Committee B

**Week XIV**

- 21 RTTP: Debate of Constitutional draft from Committee C. Final vote on the Constitution. Game Ends  
23 **NO SCHOOL: Thanksgiving Break**  
25 **DUE: Constitutional Argument Paper (by 10 pm, Canvas)**

**Week XV**

- 28 RTTP: Debriefing, Discussion, Analysis of the game and roles.  
*Clark and Worger, Chapter 5: The Collapse of Apartheid pages 115-119;*  
*Chapter 6: The Legacy of Apartheid*  
**DUE: All extra-credit and any changes to Canvas**  
30 Film: "Long Night's Journey Into Day"

*The cause of the problem in Ireland is that the Irish will never forget and the British will never remember.*

– William Gladstone

**Week XVI**

- 5 LNJD continued  
(Boraine, "The Language of Potential.")  
7 LNJD concluded  
Transitional Justice revisited