

# RACE IN GLOBAL PERSPECTIVE

Sociology 6834

University of Utah, Spring 2019

Thursday 2:00pm-5:00pm, BEHS 315

[THIS IS A TENTATIVE SYLLABUS – IT IS SUBJECT TO CHANGE]

Instructor: Marcel Paret, BEH S 408A, [marcel.paret@soc.utah.edu](mailto:marcel.paret@soc.utah.edu)

Office hours: Tuesday 2:00pm-3:00pm

## Course Description

This graduate-level seminar provides an overview of current research on race in the contemporary world. Especially in the United States, we commonly take race for granted; we assume that it represents a sufficient explanation for a wide variety of social phenomena. This course aims to challenge such assumptions, while at the same time identifying and clarifying the significance and importance of racial divisions. We will achieve this through two mechanisms: first, we will situate race within specific historical and political economic contexts; second, we will examine race comparatively, drawing on examples from around the globe.

The objectives of the course include the following:

- establish a familiarity with prominent theories of race and its relationship to the kindred concepts of ethnicity and nation;
- examine the relationships between race, capitalism, class, gender, and the state;
- develop an understanding of how race relates to prominent social processes, such as colonialism, migration, census taking, and nation building.
- examine how race operates outside of the United States, and develop a theoretical understanding of the racial differences between societies.

The course will operate as a seminar. Students should prepare to discuss the weekly reading assignments in depth. The success of the seminar depends on all participants studying all of the readings, *carefully and critically*, before each of our weekly class meetings, and contributing to the discussions. I expect you to be motivated and hard working.

## **Reading, writing, participation**

This course places heavy emphasis on reading and discussion. We will read the equivalent of approximately one book each week. I expect you to complete the readings before our meeting each week, and to be prepared to engage in discussion.

Active participation in all class discussions is required for all students. Quantity and quality of participation are both important. Please work hard NOT to dominate class discussion. Likewise, please do NOT assume that others will carry the burden. Find a healthy balance.

As a class, we will focus on establishing the logic of arguments, assessing strengths and weaknesses, comparing and contrasting authors, reflecting upon research questions and methodologies, and considering potential avenues of future research.

## **Presentations**

To stimulate discussion, we will have a presentation on the reading towards the beginning of each class. Each student will present *two times* during the semester.

Each presentation should last 12-15 minutes, with the time divided into three parts:

- summary of the key points of the reading, including attention to strengths and weaknesses;
- consideration of how the arguments of the reading relate to previous readings (e.g. does it challenge or extend previous arguments, or open a new line of inquiry?);
- raise two questions for discussion.

Please make sure to leave at least 5 minutes for the second part. In other words, do not let your summary overwhelm your consideration of previous readings. You are welcome to use Powerpoint, but this is not required. Please submit your notes or slides through the relevant assignment in Canvas.

## **Critical response essays**

Each week you are required to submit a critical response essay of 400-500 words, in which you respond to the readings for the week. Critical response essays are due by 11:59pm on Wednesday. Please submit them through the relevant assignment in Canvas.

Please divide your critical response essay into two roughly equal parts:

- Summary – what are the central arguments?
- Analysis – what are the strengths and weaknesses of the readings, and how do they relate to previous readings?

*Do not spend more than half of the essay on summary.* An important goal of the critical response papers is for you to begin to consider the significance of the readings.

## **Short papers**

Each student will complete two short papers of 1,000-1,500 words. The precise topics of the papers are up to you, and should reflect your own interests. You do not need to complete additional reading or research. Your papers should focus on the course readings. For example, you may choose to compare and contrast two authors with respect to a particular theme, or to consider the implications of a particular reading for your field of research.

Please consult with Marcel about your paper topic ahead of time (see dates below). Marcel should approve your essay before you begin writing. You may seek approval in person or through email.

Paper #1      Due on 3/10 at 11:59pm (consult with Marcel by Thursday, 2/28)

Paper #2      Due on 5/1 at 11:59pm (consult with Marcel by Thursday, 4/18)

## **Grading – breakdown of final course grade**

Participation and presentations	40 percent
Critical response papers	30 percent
Short papers	30 percent

## **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 the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

## **Academic misconduct**

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

## **Sexual misconduct**

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).

## **Emergency Preparedness Information**

CSBS emergency action plan: <http://content.csbs.utah.edu/~mli/BU%20C.pdf>.

## January 10. INTRODUCTION

Watch two videos, both available online:

- *Feeling Race: Theorizing the Racial Economy of Emotions*. Presidential Address by Eduardo Bonilla-Silva at the 113<sup>th</sup> Annual Meeting of the American Sociological Association in Philadelphia. [55 minutes]  
(<http://www.asanet.org/news-events/meetings/asa-video-archive>)
- *Ferguson: A Report from Occupied Territory*. [53 minutes]  
(<https://www.youtube.com/watch?v=gq9pHONmaLc>)

## PART I: ORIENTATIONS

### January 17. DU BOIS

Du Bois, W.E.B. 1994 [1903]. *The Souls of Black Folk*. Dover Thrift Edition. [Chapters 1, 3, 8, 9; about 60 pages]

Du Bois, W.E.B. 2016 [1920]. "Souls of White Folk," Pp. 17-29 in *Darkwater: Voices from Within the Veil*. London: Verso. [13 pages]

Du Bois, W.E.B. 1992 [1935]. *Black Reconstruction in America, 1860-1880*. New York: The Free Press. [Chapters 1, 2, 26, 27; pages 3-31, 670-729; please also read all chapter abstracts]

Du Bois, W.E.B. 2014 [1940]. *Dusk of Dawn*. Oxford: Oxford University Press. [Chapters 5-9; pages 49-162]

*Some additional reading (not required):*

Beckert, Sven. 2014. *Empire of Cotton: A Global History*. New York: Penguin.

Du Bois, W.E.B. 1897. "The Conservation of Races."

Foner, Eric. 2013. "Black Reconstruction: An Introduction," *South Atlantic Quarterly* 112(3): 409-418.

Morris, Aldon D. 2015. *The Scholar Denied: W.E.B. Du Bois and the Birth of Modern Sociology*. Oakland: University of California Press.

Myers, Ella. 2018. "Beyond the Psychological Wage: Du Bois on White Dominion." *Political Theory* <https://doi.org/10.1177/0090591718791744>.

Roberts, Neil. 2015. *Freedom as Marronage*. Oakland: University of California Press.

Singh, Nikhil Pal. 2004. *Black Is A Country: Race and the Unfinished Struggle for Democracy*. Cambridge: Harvard University Press.

### **January 24. FANON**

Fanon, Frantz. 2008 [1952]. *Black Skin, White Masks*. New York: Grove Press. [Chapters 1, 5, 7, 8; Pages 1-23, 89-119, 185-206].

Fanon, Frantz. 2004 [1963]. *Wretched of the Earth*. New York: Grove Press. [Chapters 1-4; Pages 1-180].

*Some additional reading (not required):*

Coulthard, Glen Sean. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press.

Dawson, Michael C. 2016. "Hidden in Plain Sight: A Note on Legitimation Crises and the Racial Order." *Critical Historical Studies* 3(1): 143-161.

Fraser, Nancy. 2016. "Expropriation and Exploitation in Racialized Capitalism: A Reply to Michael Dawson." *Critical Historical Studies* 3(1): 163-178.

Oliver Cromwell Cox. 2000 [1948]. *Race: A Study in Social Dynamics*. New York: Monthly Review Press.

James, C.L.R. 1989 [1963]. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. New York: Vintage Books.

Robinson, Cedric J. 2000 [1983]. *Black Marxism: The Making of the Black Radical Tradition*. Durham: University of North Carolina Press.

Roediger, David R. 2017. *Class, Race, and Marxism*. London: Verso.

### **January 31. ETHNIC AND RACIAL FORMATION**

Brubaker, Rogers. 2016. *Trans: Gender and Race in an Age of Unsettled Identities*. Princeton: Princeton University Press.

Omi, Michael, and Howard Winant. 2014. *Racial Formation in the United States: From the 1960s to the 1990s, Third Edition*. New York: Routledge. [Chapter 4; pages 105-132]

Loveman, Mara. 1999. "Is Race Essential?" *American Sociological Review* 64(6): 891-898.

Wimmer, Andreas. 2013. *Ethnic Boundary Making: Institutions, Power, Networks*. New York: Oxford University Press. [pages 1-9, 73]

*Some additional reading (not required):*

Brubaker, Rogers. 1992. *Citizenship and Nationhood in France and Germany*. Cambridge: Harvard University Press.

Brubaker, Rogers. 1996. *Nationalism Reframed: Nationhood and the National Question in the New Europe*. Cambridge: Cambridge University Press.

Brubaker, Rogers. 2004. *Ethnicity Without Groups*. Cambridge: Harvard University Press.

Brubaker, Rogers. 2006. *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town*. Princeton: Princeton University Press.

Brubaker, Rogers. 2009. "Ethnicity, Race, and Nationalism." *Annual Review of Sociology* 35: 21-42.

Brubaker, Rogers. 2015. *Grounds for Difference*. Cambridge: Harvard University Press.

Collins, Patricia Hill. 2009 [2000]. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.

Hall, Stuart. 1986. "Gramsci's Relevance for the Study of Race and Ethnicity." *Journal of Communication Inquiry* 10(2):5-27.

HoSang, Daniel Martinez, Oneka LaBennett, and Laura Pulido. 2012. *Racial Formation in the Twenty-First Century*. Berkeley: University of California Press.

Lamont, Michelle. 2000. *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. New York: Russell Sage.

Saperstein, Aliya, Andrew M. Penner, and Ryan Light. 2013. "Racial Formation in Perspective: Connecting Individuals, Institutions, and Power Relations." *Annual Review of Sociology* 39: 359-378.

Wimmer, Andreas. 2015. "Race-Centrism: A Critique and Research Agenda." *Ethnic and Racial Studies* 38(13):2186-2205.

Winant, Howard. 2000. *The World is Ghetto: Race and Democracy Since World War II*. New York: Basic Books.

Winant, Howard. 2015 "Race, Ethnicity, and Social Science." *Ethnic and Racial Studies* 38(13):2176-2185.

Winant, Howard. 2015. "Response to Andreas Wimmer." *Ethnic and Racial Studies* 38(13): 2206-2207.

## PART II: GLOBAL EXPLORATION OF ETHNORACIAL DIVISION

### **February 7. JAPAN**

Lie, John. 2001. *Multiethnic Japan*. Cambridge: Harvard University Press.

Lie, John. 2004. *Modern Peoplehood*. Cambridge: Harvard University Press. [selections]

### **February 14. INDIA**

Roy, Arundhati. "The Doctor and the Saint," Pp. 17-141 in *Annihilation of Caste*, The Annotated Critical Edition, edited and annotated by S. Anand. London: Verso.

Vanaik, Achin. 2018. "India's Two Hegemonies." *New Left Review* 112:29-59.

Immerwahr, Daniel. 2007. "Caste or Colony? Indianizing Race in the United States," *Modern Intellectual History* 4(2): 275-301.

### **February 21. RWANDA**

Mamdani, Mahmood. 2001. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press.

*Some additional reading (not required):*

Mamdani, Mahmood. 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton: Princeton University Press.

### **February 28. SOUTH AFRICA**

Landau, Loren B. 2012. *Exorcising the Demons Within: Xenophobia, Violence and Statecraft in Contemporary South Africa*. Johannesburg: Wits University Press. [Chapter 1, pages 1-22].

MacDonald, Michael. 2012 [2006]. *Why Race Matters in South Africa*. Cambridge: Harvard University Press.

Webster, Edward and Karin Pampallis. 2017. *The Unresolved National Question: Left Thought Under Apartheid*. Johannesburg: Wits University Press. [selections]



*Some additional reading (not required):*

Hall, Stuart. 1980. "Race, Articulation, and Societies Structured in Dominance," Pp. 305-345 in *Sociological Theories: Race and Colonialism*. UNESCO.

Friedman, Steven. 2015. *Race, Class, and Power: Harold Wolpe and the Radical Critique of Apartheid*. Pietermaritzburg: University of KwaZulu-Natal Press.

Hart, Gillian. 2014. *Rethinking the South African Crisis: Nationalism, Populism, Hegemony*. Athens: University of Georgia Press.

Hickel, Jason. 2015. *Democracy as Death: The Moral Order of Anti-Liberal Politics in South Africa*. Oakland: University of California Press.

Wolpe, Harold. 1972. "Capitalism and Cheap Labour-Power in South Africa: From Segregation to Apartheid." *Economy and Society* 1:425-456.

Wolpe, Harold. 1988. *Race, Class, and the Apartheid State*. London: James Currey.

### **March 7. LATIN AMERICA**

Loveman, Mara. 2014. *National Colors: Racial Classification and the State in Latin America*. Oxford: Oxford University Press. [Chapters 1, 4, 5, 7, 8]

Paschel, Tianna. 2016. *Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*. Princeton: Princeton University Press. [Chapters 1, 4, 5, 8]

*Some additional reading (not required):*

Telles, Edward, and Tianna Paschel. 2014. "Who is Black, White, or Mixed Race? How Skin Color, Status, and Nation Shape Racial Classification in Latin America." *American Journal of Sociology* 120(3):864-907.

Hooker, Juliet. 2017. *Theorizing Race in the Americas: Douglass, Sarmiento, Du Bois, and Vasconcelos*. Oxford: Oxford University Press.

### **March 14. NO CLASS SPRING BREAK**

## **March 21. BRAZIL VS UNITED STATES**

Osuji, Chinyere. 2019. *Boundaries of Love: Interracial Marriage and the Meaning of Race*. New York: NYU Press. [potentially unavailable]

*Some additional reading (not required):*

Loveman, Mara. 1999. "Making 'Race' and Nation in the United States, South Africa, and Brazil." *Theory and Society* 28:903-927.

Marx, Anthony W. 1998. *Making Race and Nation: A Comparison of the United States, South Africa, and Brazil*. New York: Cambridge University Press.

## **March 28. NATION BUILDING**

Wimmer, Andreas. 2018. *Nation Building: Why Some Countries Come Together While Others Fall Apart*. Princeton: Princeton University Press.

## **PART III: RETURNING TO THE UNITED STATES**

### **April 4. RACIALIZED MOVEMENTS**

Taylor, Keeanga-Yamahtta. 2016. *From #BlackLivesMatter to Black Liberation*. Chicago: Haymarket. [Introduction and Chapters 3, 5-7; pages 1-19, 75-106, 135-219]

Zepeda-Millan, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. Cambridge: Cambridge University Press. [Introduction, Chapters 1, 2, 4, and Conclusion; pages 1-66, 101-132, 196-214]

*Some additional reading (not required):*

Cacho, Lisa Marie. 2012. *Social Death: Racialized Rightlessness and the Criminalization of the Unprotected*. New York: NYU Press.

**April 11. WHITENESS POLITICS**

Hughey, Matthew. 2012. *White Bound: Nationalists, Antiracists, and the Shared Meanings of Race*. Stanford: Stanford University Press. [selections]

Hochschild, Arlie. 2016. *Strangers in Their Own Land: Anger and Mourning on the American Right*. New York: The New Press. [selections]

**April 18. OBAMA**

Coates, Ta-Nehisi. 2017. *We Were Eight Years in Power*. New York: Random House.