

Soc 6009 - Ethnicity I:

Sociology of Race and Ethnicity: Theories and Approaches

Fall 2018

Instructor: Luisa Farah Schwartzman

Location: Room 240, 725 Spadina

Time: Thursdays, 2-4pm

Office hours: Thursdays, 12-2 or by appointment

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Course website and materials: access via UofT Quercus: <http://q.utoronto.ca>

Course Description

This course provides an overview of some of the major themes, theoretical frameworks and controversies in the Sociology of Race and Ethnicity of English-speaking North America today, taking into account some of the major conceptual approaches and research agendas, and their methodological and empirical implications. Despite the North American sociology focus, students will be encouraged to think beyond national and disciplinary boundaries. We will also read some works by authors from outside sociology and from outside of North America (although still limited to English-language publications), and we will be often thinking about the extent to which North American sociological approaches are valid elsewhere. The readings will overlap significantly with the first half of the comprehensive examination in Race, Ethnicity and Immigration, and thus will also aid students who are intend to take the exam.

Readings

Readings are listed in the course outline below. Readings are available electronically on Blackboard.

Assignments, responsibilities and grading

Grading breakup

weekly memos: 25% (10 memos, 2.5% each)

paper proposals: 5%

paper presentations: 10%

leading discussion in class: 10%

final paper: 50%

Reading and participation: It is expected that students will have done all the required readings for that week and are prepared to discuss it as class starts. Recommended

readings are listed primarily as a resource for further reading depending on the students' interests and there is no formal expectation with regard to these readings.

Weekly memos. These are short (*one single-spaced typed page*) written responses to the readings for each week. The point of this exercise is to get you in the habit of writing as a natural accompaniment to critical, reflective reading. It is also meant to ensure that everyone comes to class prepared for a critical discussion. The memos should not summarize the week's reading, but critically *engage* it. Specifically, your memos should do the following:

- (1) identify a central issue at stake in this set of readings;
- (2) identify the points of agreement on this issue (if there are any);
- (3) identify the core disagreements;
- (4) state and explain your position on the issue;
- (5) list two questions that you would like to discuss in class about the readings.

Memos should be emailed to the class list by Wednesday before the class when the readings are due, at 8pm. You should do 10 memos during the semester. This means that you can opt out of doing the memo during *one* week.

Leading discussion

Each student should choose one week where they will serve as the facilitators for the discussion. Facilitators can start with summarizing points in the reading that they found interesting, going straight into questions, or asking other students to express their general opinions on the readings. You are also encouraged to use some of the questions in your classmates' memos as a basis for discussion. Discussants should try to keep the conversation lively and engaging, but should also give the opportunity for other students to intervene, express their opinions and ask their questions. The professor will participate in the discussion, intervene with clarifications and background information, and ask additional questions to the class when appropriate.

Final paper

Due date TBA

You should write a final paper with 5 000 to 10 000 words in length. Papers need to be well-written, coherent and original, and must relate in some way to the topic of the class.

The topic of the paper is flexible, but here are some options:

- (1) Write a paper that investigates more deeply a theoretical, conceptual, or methodological approach or debate, or empirical claims, raised in the class. This paper should not be just a review of the literature but should be centered around an original argument that the student wants to make.
- (2) Write a paper using empirical data address a topic from the class discussion

(3) Write a paper that uses some issue raised in the class to help illuminate some of the literature about race and ethnicity in Canada, or in another context of your choice, or making a link between different contexts.

(4) Write a research proposal for an empirical research project that you want to conduct in the near future, or in your dissertation, and that is related to the class materials. If you do this, the proposal should contain the theoretical justification for your project, that is, a discussion of the controversies in the literature that your empirical study would try to resolve.

(5) If you have been working on a paper for another class and want to revise it for this class to send it for publication, you can do it, but you need to show me the original paper in the beginning of the semester, and you must show *significant improvement* of the paper during the course of the semester.

Other paper-related assignments

Paper proposal (required, due Week 4, October 4):

You must do a 1-3 page proposal of your paper, explaining the main theoretical or empirical questions that you plan to engage, how you will go about doing that (what kinds of methods, what kind of literature, etc.), and a brief outline of your paper. Proposals submitted on time will generally get full credit, but good proposals will help me guide you toward writing a good final paper. Students would be advised to consider carefully the comments they receive on their proposals.

Come to my office and talk about your paper (optional but highly recommended)

Although I will not grade you based on whether you come to my office and talk about your paper, exchanging ideas with me about it is highly recommended. I will give you written feedback on your proposal but you'll get much more out of me if you actually come talk to me. Come to my office hours or, if you can't make it on that schedule, email me and we can schedule an appointment.

Paper presentation

You will be required to do a short (10-minute) presentation of your research paper in class. You should present as you would do in a conference, talking about your main ideas in a clear and concise way.

Course Outline

Week 1, Sept. 13. Introduction

Week 2, Sept. 20. Is there a cannon?

Dubois, W.E.B. [1903] 1989. *The Souls of Black Folk*. New York: Penguin Books. "Forethought" and Chapter 1, pp. 1-12.

Weber, Max. [1922] 1978. *Economy and Society*. Berkeley: University of California Press, vol. 1 pp. 341-348, 385-398.

Park, Robert T. 2014. "Racial Assimilation in Secondary Groups With Particular Reference to the Negro." *American Journal of Sociology*, Vol. 19, No. 5, pp. 606-623

Aldon Morris, *The Scholar Denied. W.E.B. Dubois and the Birth of Modern Sociology*, Chapters 5 and 6, pp. 119-168

Kivisto, Peter. 2004. "What is the canonical theory of assimilation?." *Journal of the History of the Behavioral Sciences* Vol. 40, No. 2, pp. 149-163.

Collins, Patricia Hill. 1990. "Black Feminist epistemology." In: Collins, Patricia Hill.. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, Chapter 11, pp. 251-272.

Week 3, Sept. 27. Social structure, hegemony and racism

Omi, Michael and Howard Winant. "The Theory Racial Formation", Chapter 4 in: *Racial Formation in the United States*. New York : Routledge/Taylor & Francis Group, 2015. Third edition, pp. 105-136.

Winant, Howard. 2001. *The World is a Ghetto*. Pp1-50 (Chapters 1-4) Basic Books.

Feagin, Joe, and Sean Elias. 2013. "Rethinking racial formation theory: a systemic racism critique." *Ethnic and Racial Studies*, Vol. 36 No. 6, pp. 931-960.

Mills, Charles. 2003. "White Supremacy as a Sociopolitical System: A Philosophical Perspective." Chapter 3 in: Doane and Bonilla-Silva, *White Out: The Continuing Significance of Racism*, McGill-Queen's University Press, pp. 35-48.

Bonilla-Silva, Eduardo. 2003. "'New Racism,' Color-Blind Racism, and the Future of Whiteness in America." Chapter 18 in: Ashley W. Doane and Eduardo Bonilla-Silva (eds.): *White Out: The Continuing Significance of Racism*. New York and London: McGill-Queen's University Press, pp. 271-284

Week 4, Oct. 4. Intersectionality

Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, Chapters 1 and 2, pp. 1-44.

Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, 6: 1241-1299

Glenn, Evelyn N. 1992. From servitude to service work: Historical continuities in the racial division of paid reproductive labor. *Signs: Journal of Women in Culture and Society*, Vol. 18, No. 1, pp. 1-43.

Bannerji, Himani. 1992. "But Who Speaks for Us? Experience and Agency in Conventional Feminist Paradigms." Pp. 67-108 in: *Unsettling relations: The university as a site of feminist struggles*. Boston, MA: South End Press.

Week 5, Oct 11. Interrogating Whiteness

Harris, Cheryl. 1993. "Whiteness as Property," *Harvard Law Review*, Vol. 106, No. 8 (Jun), pp. 1707-1791. Read only "Introduction" and "Part I" (pages 1710-41)

Frankenberg, Ruth. 1993. *White women, race matters: The social construction of whiteness*. Routledge, "Introduction" and Chapter 6, pp.1-23 and 137-191.

Jacobson, Matthew F. 1999. *Whiteness of a different color*. Harvard University Press, "Introduction", p. 1-12

Lewis, Amanda E. 2004. "'What Group?' Studying Whites and Whiteness in the Era of 'Color-Blindness.'" *Sociological Theory* 22.4 (2004): 623-646.

Bonnett, Alastair. 1998. "Who was white? The disappearance of non-European white identities and the formation of European racial whiteness." *Ethnic and Racial Studies* 21(6): 1029-1055.

Mackey, Eva. 2000. "Death by landscape: race, nature, and gender in Canadian nationalist mythology" *Canadian Woman Studies* 20(2): 125-130.

Mackey, Eva. 2005. *The House of Difference: Cultural politics and national identity in Canada*. Routledge Chapter 5, pp. 104-119.

Week 6, Oct 18. Post-colonial approaches

Fanon, Franz. [1952] 1982. *Black Skin, White Masks*. New York: Grove Press. Chapter 1, pp. 17- 40.

Said, Edward W. *Orientalism*. Vintage, 1979. "Introduction", pp. 1-28

Chakrabarty, Dipesh. "Provincializing Europe: Postcoloniality and the critique of history." *Cultural studies* 6.3 (1992): 337-357.

Hall, Stuart "Cultural identity and diaspora." In: Rutheford, Jonathan, *Identity, Community, Culture and Difference*, pp. 222-237

Quijano, Aníbal. 2000. "Coloniality of power and Eurocentrism in Latin America." *International Sociology* 15(2) 215-232.

Stoler, Ann. 2001. "Tense and Tender Ties: The Politics of Comparison in North American History and (Post) Colonial Studies" *Journal of American History* 88(3): 829-865.

Go, Julian. 2013. "For a postcolonial sociology." *Theory and Society* 42(1): 25-55.

Week 7, Oct 25. Settler colonialism and de-colonial approaches

Lawrence, Bonita and Enakshi Dua. 2005. "Decolonizing Antiracism." *Social Justice* Vol. 32, No. 4, pp. 120-143.

Sharma, Nandita, and Cynthia Wright. 2008. "Decolonizing resistance, challenging colonial states." *Social Justice* 35.3: 120-138.

Amadahy, Zainab, and Bonita Lawrence. 2009. "Indigenous Peoples and Black People in Canada: Settlers or Allies?." In: *Breaching the colonial contract*. Springer Netherlands. 105-136.

Simpson, Audra. 2014. *Mohawk interruptus: Political life across the borders of settler states*. Durham: Duke University Press. Chapter 1, pp. 1-35

Stasiulis, Daiva, and Nira Yuval-Davis. 1995. "Introduction: Beyond dichotomies—gender, race, ethnicity and class in settler societies." In: Daiva Stasiulis and Nira Yuval-Davis (eds.) *Unsettling settler societies: articulations of gender, race, ethnicity and class*: 1-38. London: Sage Publications.

Day, Iyko. 2016. *Alien Capital: Asian Racialization and the Logic of Settler Colonial Capitalism*. Duke University Press. "Introduction." pp. 1-40

Week 8, Nov. 1. Groupness, categories, boundaries: conceptual approaches

Barth, Frederick. 1969. *Ethnic groups and boundaries: the social organization of cultural difference*. "Introduction," pp. 9-38

Brubaker, Rogers. 2002. "Ethnicity without Groups" *Archives européennes de sociologie* 43(2): 163-189.

Wimmer, Andreas. *Ethnic Boundary Making: Institutions, Power, Networks*. (Introduction, Chapters 2 and 3), pp. 1-78

Jenkins, Richard. 1994. "Rethinking Ethnicity: Identity, Categorization and Power." *Ethnic and Racial Studies* 17: 197-223

Cornell, Stephen and Douglas Hartmann. 2004 "Conceptual Confusions and Divides: Race, Ethnicity, and the Study of Immigration." P.23-41 in: *Not Just Black and White*, edited by Nancy Foner and George M. Fredrickson. New York: Russell Sage Foundation.

Week 9, Nov. 8. Groupness, categories, boundaries: cross-national variation

Davis, F. James. 1994. *Who is Black? One Nation's Definition*. Chapter 4, pp.50-80. Pennsylvania State University Press.

Sansone, Lívio. 2003. "Negro Parents, black children: Racial Classification in a Changing Brazil," pp. 21-58 in *Blackness without Ethnicity: Constructing Race in Brazil*. New York: Palgrave Macmillan.

Dikötter, Frank. 1990. "Group Definition and the Idea of 'Race' in Modern China (1793-1949)." *Ethnic and Racial Studies* 13: 420-32.

Brubaker, Rogers, Margit Feischmidt, Jon Fox & Liana Grancea. 2007. *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town*. Princeton, NJ: Princeton University Press, Chapter 8, pp. 239-264

Berremen, Gerald D. 1972. "Race, caste, and other invidious distinctions in social stratification." *Race* 13(4): 385-411

Week 10, Nov. 15. Race, ethnicity, citizenship and national belonging

Kymlicka, Will. 1995. *Multicultural Citizenship*. Oxford: Oxford University Press. chapters 1-3, pp. 1-48.

Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. 2008. "Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state." *Annual Review of Sociology* 34, pp. 153–79

Wimmer, Andreas and Nina Glick Schiller. 2003. "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology." *International Migration Review* 37 (3): 576–610.

Jung, Moon Kie. 2009. "The Racial Unconscious of Assimilation Theory," *Du Bois Review* 6(2): 375-95.

Haque, Eve. *Multiculturalism within a Bilingual Framework*, Chapter 2 (“Historical context”), pp. 31-52.

Thobani, Sunera. 2007. “Multiculturalism and the Liberalizing Nation,” in *Exalted Subjects: Studies in the Making of Race and Nation in Canada* (Toronto: University of Toronto Press, 2007): pp. 143-175.

Week 11, Nov. 22. Skin color, language, religion

Telles, Edward and PERLA. 2014. *Pigmentocracies: Ethnicity, Race, and Color in Latin America*, Chapters 1 and 6, pp. 1-35, 218-236

Monk Jr, Ellis P. 2015. "The cost of color: Skin color, discrimination, and health among African-Americans." *American Journal of Sociology* 121(2): 396-444.

Zolberg, Aristide and Long L. Woon. 1999. "Why Islam is Like Spanish: Cultural Incorporation in Europe and the United States." *Politics and Society* 27(1): 5-38.

Modood, Tariq. 1998. "Anti-Essentialism, Multiculturalism and the Recognition' of Religious Groups." *Journal of Political Philosophy* 6 (1998): 378-399.

Zubrzycki, Geneviève. 2013. "Negotiating Pluralism in Québec: Identity, Religion, and Secularism in the Debate over 'Reasonable Accommodation.'" In: Courtney Bender, Wendy Cadge, Peggy Levitt, and David Smilde (eds.), *Religion on the Edge: De-centering and Re-centering the Sociology of Religion*.

Week 12, Nov. 29. Reconciling theory and methods: how to work with statistics while thinking sociologically about "race" and "ethnicity"

Taylor, Peter J. 2008. "Why was Galton so concerned about 'regression to the mean'?—A contribution to interpreting and changing science and society." *DataCrítica* 2(2): 3-22.

Martin, John Levi and King-To Yeung. 2003. “The Use of the Conceptual Category of Race in American Sociology, 1937-99” *Sociological Forum* 18(4): 521-543.

Duster, Troy. 2006. "Comparative Perspectives and Competing Explanations: Taking on the Newly Configured Reductionist Challenge to Sociology." *American Sociological Review* 71(1): 1- 15

Schwartzman, Luisa Farah. 2007. "Does money whiten? Intergenerational changes in racial classification in Brazil." *American Sociological Review* 72.6 (2007): 940-963.

Chandra, Kanchan. 2009. "A constructivist dataset on ethnicity and institutions." In: Rawi Abdelal, Yoshiko M. Herrera, Alastair Iain Johnston, Rose McDermott (eds.) *Measuring identity: A guide for social scientists*. Cambridge University Press. Chapter 9, pp. 250-278.

Roth, Wendy D. 2016. "The multiple dimensions of race." *Ethnic and Racial Studies* 39.8: 1310-38.

Quillian, Lincoln. 2006. "New Approaches to Understanding Racial Prejudice and Discrimination" *Annual Review of Sociology* Vol. 32: 299-328.