

Comparative and International Approaches to Race and Ethnicity

The course will focus on how concepts such as “race” and “ethnicity” can and have been used to understand social phenomena in different places around the world, and the extent to which concepts, theories and methods used to understand “race” and “ethnicity” in the U.S. are applicable elsewhere. We will examine some major empirical studies and debates that have been made in Canada, Latin America, Europe and elsewhere, as well as studies that attempt to draw connections and/or make comparisons between different places. Overall, the course aims to give students a better grasp of central concepts in the field, paying particular attention to processes of classification and group-definition. We will examine how scholars, policymakers, activists, and people more broadly understand and make use of and, in the process, shape and transform “racial” and “ethnic” categories. We will also examine the extent to which categorization and group definition by these different social actors inform and shape inequality and power relations in different societies, the production of our knowledge about “race” and “ethnicity”, and the institutionalized efforts to mitigate these inequalities.

The titles of the different sections of the course outline roughly organize the emphasis of each week. Weeks 2 to 4 will provide students with some analytical perspectives that allow us to think about “race” and “ethnicity” across national borders. Weeks 5-7 will look at “macro-geographies of race and ethnicity”, looking at the *variability* of how racial, ethnic and related categories are related to social phenomena in different countries, as well as examining *nationhood* as a category that in itself needs to be problematized and examined in relation to racial and ethnic categories, as well as how historical and contemporary social processes that have shaped racial and ethnic categories and relationships precede, transcend and interact with national borders. Weeks 8-10 will examine some of the “building blocks” of race and ethnicity, looking at how people’s bodies and practices are read, coded and institutionalized to shape racial and ethnic categories and social relationships. Finally, in the last two weeks (11 and 12) we will discuss how “racial”, “ethnic” and related classification processes are implicated in our understanding and attempts to address major contemporary social problems.

However some recurring themes will come up in multiple weeks that do not have a “section” for them. For instance, most weeks include a reading that talks about the topic at hand from the perspective of, or in relation to, Indigenous peoples in Canada. Another example of a recurrent theme is the idea of “hybridity” or “mixture” and how it gets deployed differently in different contexts. Finally, while the readings are not organized around methods, the course is also supposed to showcase different approaches or methods for studying race and ethnicity by including empirical studies that examine the substantive issues at hand.

This course is not designed for graduate students to familiarize themselves with particular groups, their fates and their history, but rather to give you a set of tools for thinking about social processes related to categories of “race” and “ethnicity.” It thus

leaves out the experiences of many racial and ethnic groups in Canada, and leaves some regions of the world unexamined. It also leaves out many intersecting categories (such as sexuality, disability etc) that determine how race and ethnicity are lived. The hope is that the student can take what was learned and be able to apply it to contexts, topics and experiences of their interest, with adequate further investigation of the particular contexts, topics and people whose experiences they choose study.

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 [deadline TBA]. You should do 10 memos during the semester. As I do not expect a memo in the first week, 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

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 discussion 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 to support an argument on an issue related to 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.

Paper-related assignments

Paper proposal (required, due Week 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. Introduction: legacies, challenges, projects and approaches

Required reading:

The Truth and Reconciliation Commission of Canada, "Honoring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada."

http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive_Summary_English_Web.pdf

Note: I do not expect a memo for the first week, but I do expect you to familiarize yourself with the Truth and Reconciliation report listed above (in case you haven't yet), which we will use as a point of departure in our discussion in the first class.

A. Conceptual Approaches

Week 2. "Race" always, everywhere?

Winant, Howard. 2001. *The world is a ghetto: Race and democracy since World War II*. "Introduction" [20]

Howard Winant. 2015. "Race, ethnicity and social science." *Ethnic and Racial Studies* 38(13), pp. 2176-2185 [10]

Wimmer, Andreas. 2015. "Race-centrism: a critique and a research agenda." *Ethnic and Racial Studies*. 38(13), pp. 2186-2205 [15]

Howard Winant. 2015. "Response to Andreas Wimmer." *Ethnic and Racial Studies*. Vol. 38 (13), pp. 2206-2207 [1]

Collins, Patricia Hill. 2015. "Intersectionality's definitional dilemmas." *Annual Review of Sociology* 41: 1-20.

Bourdieu, Pierre, and Loïc Wacquant. "On the cunning of imperialist reason." *Theory, Culture & Society* 16.1 (1999): 41-58. [17]

Hanchard, Michael. 2003. "Acts of Misrecognition: Transnational Black Politics, Anti-Imperialism and the Ethnocentrism of Pierre Bourdieu and Loïc Wacquant." *Theory, Culture and Society* 20(4): 5-29.[25]

Dominguez, Virginia R. 1998. "Exporting U.S. Concepts of Race: Are There Limits to the U.S. Model?" *Social Research*, Vol. 65, No. 2, pp. 369-399 [30]

Recommended:

Robert Miles and Rodolfo D. Torres. "Does 'Race' Matter? Transatlantic Perspectives on Racism after 'Race Relations'", pp.19-38 in Rodolfo D. Torres, Louis F. Mirón and Jonathan Xavier Inda, eds. *Race, Identity and Citizenship: A Reader*. Massachusetts: Blackwell Publishers, 1999

Wacquant, Loïc. "For an Analytic of Racial Domination" *Political Power and Social Theory* 11: 221-234

Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation" *American Sociological Review*. 62(3): 465-480.

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

Bonilla-Silva, Eduardo. 1999. "The Essential Social Fact of Race" *American Sociological Review* 64(6):899-906.

Week 3. Groupness, categories and boundaries

Brubaker, Rogers. 2002. "Ethnicity without Groups." *Archives européennes de sociologie* 43(2): 163-189. [26]

Weber, Max. [1922] 1978. *Economy and Society*. Berkeley: University of California

Press, vol. 1 pp. 341-348, 385-398. [20]

Barth, Frederick. (Ed.). (1969). "Ethnic groups and boundaries: the social organization of cultural difference." Boston: Little, Brown (Chapter 1), pp. 9-38 [29]

Morris, Aldon. "Max Weber Meets Dubois." Pp. 149-167 in: *The scholar denied: WEB Du Bois and the birth of modern sociology*. Univ of California Press, 2015. [18]

Wimmer, Andreas. 2008. "Elementary strategies of ethnic boundary making." *Ethnic and racial studies* 31(6) 1025-1055 [30]

Jenkins, Richard. 2014. "Time to move beyond boundary making?" *Ethnic and Racial Studies* 37(5): 809-813 [4]

Recommended:

Bourdieu, Pierre. "Identity and Representation: Elements for a Critical Reflection on the Idea of Region" in *Language & Symbolic Power*, pp. 220-229

Calhoun, Craig. 2003. "'Belonging' in the cosmopolitan imaginary" *Ethnicities* 3(4):531-568

Brubaker, Rogers. 2003. "Neither Individualism nor 'Groupism': A Reply to Craig Calhoun" *Ethnicities* (3): 553-557. <http://etn.sagepub.com/cgi/reprint/3/4/553>

Calhoun, Craig. 2003. "The Variability of Belonging: A Reply to Rogers Brubaker" *Ethnicities* 3(4):558-568.

Jenkins, Richard. 1994. "Rethinking ethnicity: identity, categorization and power." *Ethnic and racial studies* 17.2: 197-223.

Lamont, Michèle, and Virág Molnár. 2002. "The study of boundaries in the social sciences." *Annual Review of Sociology* 28(1): 167-195.

Yans, Virginia. 2006. "On 'Groupness'" *Journal of American Ethnic History* Summer: 119-129.

Wimmer, Andreas. *Ethnic Boundary Making: Institutions, Power, Networks*

Tilly, Charles. *Durable Inequality*.

Week 4. Post-/De-colonial approaches

Said, Edward W. *Orientalism*. Vintage, 1979. "Introduction", pp. 1-28 [27]

Chakrabarty, Dipesh. "Provincializing Europe: Postcoloniality and the critique of history." *Cultural studies* 6.3 (1992): 337-357. [20]

Hall, Stuart "Cultural identity and diaspora." In: Rutheford, Jonathan, *Identity, Community, Culture and Difference*, pp. 222-237 [15]

Lawrence, Bonita and Enakshi Dua. 2005. "Decolonizing Antiracism." *Social Justice* Vol. 32, No. 4, pp. 120-143. [23]

Quijano, Aníbal. 2000. "Coloniality of power and Eurocentrism in Latin America." *International Sociology* 15(2) 215-232. [17]

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

Young, Robert. 1995. "Colonialism and the Desiring Machine." Chapter 7 in: *Hybridity in Theory, Culture and Race*. 159-185 [26]

Rosa, Marcelo C. 2014. "Theories of the South: Limits and perspectives of an emergent movement in social sciences." *Current Sociology* 62.6: 851-867. [15]

Recommended:

Bhabha, Homi (1988). "The Commitment to Theory," *New Formations*, 0(5), 5-23 [18]

Spivak, Gayatri Chakravorty. "Can the subaltern speak?." *Marxism and the Interpretation of Culture*. Macmillan Education UK, 1988. 271-313.

Fanon, Frantz. 2008. *Black skin, white masks*. Grove press.

José H. Bortoluci, Robert S. Jansen. 2015. "Toward a Postcolonial Sociology: The View from Latin America" in Julian Go (ed.): *Postcolonial Sociology*. Emerald Group Publishing Limited, 199-229.

Steinman, Erich W. "Decolonization not inclusion: Indigenous resistance to American settler colonialism." *Sociology of Race and Ethnicity* 2.2 (2016): 219-236.

Dei, George J. Sefa, "Blackness and Colonial Settlerhood: A Purposeful Provocation." Chapter 4 in: *Reframing Blackness, Anti-Blackness, and Decoloniality*

B. Macro-geographies of "race"

Week 5. Meanings of "race" (and related categories) in national contexts

Davis, F. James. 1994. *Who is Black? One Nation's Definition*. Chapter 4, pp.50-80. Pennsylvania State University Press. [30]

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. [37]

Andersen, Chris. 2008. "From nation to population: the racialisation of 'Métis' in the Canadian census." *Nations and Nationalism* 1(2): 347-368. [21]

Berreman, Gerald D. 1972. "Race, caste, and other invidious distinctions in social stratification." *Race* 13(4): 385-411 [26]

Dikötter, Frank. 1990. "Group definition and the idea of 'race' in modern China (1793–1949)." *Ethnic and Racial Studies* 13(3): 420-432. [12]

Mizrachi, Nissim and Hanna Herzog. 2012. "Participatory destigmatization strategies among Palestinian citizens, Ethiopian Jews and Mizrahi Jews in Israel," *Ethnic and Racial Studies*, 35:3, 418-435 [17]

Recommended

Lamont, Michèle, et al. 2016. *Getting Respect: Responding to Stigma and Discrimination in the United States, Brazil, and Israel*. Princeton University Press.

De La Fuente, Alejandro. 2001. *A Nation for All: Race, Inequality, and Politics in Twentieth-Century Cuba*.

Sue, Cristina. 2013. *Land of the Cosmic Race: Race Mixture, Racism, and Blackness in Mexico*. Oxford University Press.

Fredrickson, George M. 1982. *White supremacy: A comparative study of American and South African history*. Oxford University Press.

Week 6. "Race" and nationhood

Anderson, Benedict. "Creole Pioneers." Pp. 49-57 in: *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. [8]

Wimmer, Andreas. 2002. "Nationalist Exclusion and Ethnic Conflict: Shadows of Modernity", Chapter 1 [1-16] [16]

Loveman, Mara. 2013. "Census Taking and Nation Making in Nineteenth-Century Latin America." In: Centeno, Miguel A., and Agustin E. Ferraro, eds. *State and nation making*

in Latin America and Spain: republics of the possible. Cambridge University Press, pp. 329-355. [26]

Lake, Marilyn, and Henry Reynolds. 2008. *Drawing the global colour line: white men's countries and the question of racial equality*. Melbourne Univ. Publishing. "Introduction", pp. 15-49 [34]

Bannerji, Himani. 1996. "On the Dark Side of the Nation: Politics of Multiculturalism and the State of 'Canada.'" *Journal of Canadian Studies* 31(3): 103 [24]

Sunseri, Lina. 2000. "Moving beyond the feminism versus nationalism dichotomy: an anti-colonial feminist perspective on aboriginal liberation struggles." *Canadian Woman Studies* 143-148. [5]

Sharma, Nandita, and Cynthia Wright. 2008. "Decolonizing resistance, challenging colonial states." *Social Justice* 35.3: 120-138. [18]

Recommended

Winter, Elke. 2011. *Us, Them, and Others: Pluralism and National Identities in Diverse Societies*. University of Toronto Press.

Mackey, Eva. 2002. *The House of Difference: Cultural Politics and National Identity in Canada*. University of Toronto Press.

Thobani, Sunera. 2007. *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. University of Toronto Press.

Brubaker, R. 2009. *Citizenship and nationhood in France and Germany*. Harvard University Press.

Bloemraad, Irene, Anna Korteweg and Gökçe Yurdakul. 2008. "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State." *Annual Review of Sociology* 34:153-79.

Week 7. "Race" (and nationhood) beyond borders

Stoler, Ann Laura. "Tense and tender ties: The politics of comparison in North American history and (post)colonial studies." 2001. *The Journal of American History* 88(3): 829-865. [36]

Lowe, Lisa. 2006. "The Intimacies of Four Continents," Pp. 191-212 in: Stoler, Ann Laura (ed.) *Haunted by empire: Geographies of intimacy in North American history*. Duke University Press. [21]

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

Flemming, Crystal. 2017. *Resurrecting Slavery Racial Legacies and White Supremacy in France*. Temple University Press, pp. 2-20 [18]

Paschel, Tianna. 2016. *Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*. Princeton University Press, pp. 1-27 [26]

Corva, Dominic. 2008. "Neoliberal globalization and the war on drugs: Transnationalizing illiberal governance in the Americas." *Political Geography* 27.2 (2008): 176-193. [17]

Recommended

Holt, Thomas. 1992. *The Problem of Freedom: Race, Labor, and Politics in Jamaica and Britain, 1832-1938*. Johns Hopkins University Press.

Stepan, Nancy. 1991. *"The hour of eugenics": race, gender, and nation in Latin America*. Cornell University Press.

Roth, Wendy. 2012. *Race migrations: Latinos and the cultural transformation of race*. Stanford University Press.

FitzGerald's, David, and David Cook-Martin's. 2015. *Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas*. Harvard University Press.

Joseph, Tiffany. 2015. *Race on the move: Brazilian migrants and the global reconstruction of race*. Stanford University Press

Smith, Robert 2006. *Mexican New York: Transnational lives of new immigrants*. University of California Press.

Ong, Aiwah. 1999. *Flexible citizenship: The cultural logics of transnationality*. Duke University Press.

C. (Socially constructed) building blocks of "race" and "ethnicity"

Week 8. The social construction of genetic "race"

Joan H. Fujimura, Troy Duster and Ramya Rajagopalan 2008. "Introduction: Race, Genetics, and Disease: Questions of Evidence, Matters of Consequence." *Social Studies of Science* 38(5); 643-656. [13]

Duster, Troy, "Buried Alive: The Concept of Race in Science," in Alan H. Goodman, Deborah Heath, and M. Susan Lindee, eds., *Genetic Nature / Culture: Anthropology and Science Beyond the Two-Culture Divide*, Berkeley and London: University of California Press, 2003, 258-277 [19]

Fullwiley, Duana. 2008. "The Biologicistic Construction of Race: 'Admixture' Technology and the New Genetic Medicine" *Social Studies of Science* 38(5): 695-735. [40]

Morning, Ann. 2007. "Everyone Knows It's a Social Construct" : Contemporary Science and the Nature of Race, *Sociological Focus*, 40:4, 436-454, DOI: 10.1080/00380237.2007.10571319 [18]

Wade, Peter. "Blackness, indigeneity, multiculturalism and genomics in Brazil, Colombia and Mexico." *Journal of Latin American Studies* 45.02 (2013): 205-233. [22]

Reardon, Jenny and Kim TallBear. 2012. "Your DNA Is Our History": Genomics, Anthropology, and the Construction of Whiteness as Property," *Current Anthropology* 53(5): 233-245. [12]

Recommended

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

Fujimura, Joan H., and Ramya Rajagopalan. 2011. "Different differences: The use of 'genetic ancestry' versus race in biomedical human genetic research." *Social studies of science*, 41(1), 5-30.

Hartigan Jr, John. 2008. "Is Race Still Socially Constructed? The Recent Controversy over Race and Medical Genetics." *Science as Culture*,17(2):163-193

Week 9. Skin color

Monk Jr, Ellis P. "The Cost of Color: Skin Color, Discrimination, and Health among African-Americans." *American Journal of Sociology* 121.2 (2015): 396-444. [48]

Telles, Edward, and Tianna Paschel. "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 (2014): 864-907. [42]

Glenn, Evelyn Nakano. 2008. "Yearning for lightness: Transnational circuits in the marketing and consumption of skin lighteners." *Gender & society* 22(3): 281-302. [21]

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. [36]

Recommended

Dixon, Angela R., and Edward E. Telles. 2017. "Skin Color and Colorism: Global Research, Concepts, and Measurement." *Annual Review of Sociology*.

Telles, Edward. *Pigmentocracies: Ethnicity, race, and color in Latin America*. UNC Press Books, 2014.

Monk, Ellis. 2016. "The consequences of "race and color" in Brazil." *Social Problems*, 2016, 63, 413–430

Glenn, Evelyn Nakano. 2009. *Shades of difference: Why skin color matters*. Stanford University Press.

Week 10. Language and religion

Zolberg, Aristide R., and Long Litt Woon. "Why Islam is like Spanish: cultural incorporation in Europe and the United States." *Politics & Society* 27.1 (1999): 5-38. [34]

Kymlicka, Will. "Multinational federalism in Canada: Rethinking the partnership." *POLICY OPTIONS-MONTREAL*- 19 (1998): 5-8. [3]

Brubaker, Rogers. *Nationalist politics and everyday ethnicity in a Transylvanian town*. Princeton University Press, 2006, Chapter 8, 239-262 [23]

Haque, Eve, and Donna Patrick. "Indigenous languages and the racial hierarchisation of language policy in Canada." *Journal of Multilingual and Multicultural Development* 36.1 (2015): 27-41. [14]

Modood, Tariq. 1998. "Anti-Essentialism, Multiculturalism and the 'Recognition' of Religious Groups." *Journal of Political Philosophy* 6: 378-399. [21]

Ricento, Thomas. "Thinking about language: what political theorists need to know about language in the real world." *Language Policy* 13: 351-369 [18]

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* [36]

Recommended

Brubaker, Rogers. 2013. "Language, religion and the politics of difference." *Nations and Nationalism* 19(1): 1-20.

Haque, Eve. *Multiculturalism within a bilingual framework: Language, race, and belonging in Canada*. University of Toronto Press, 2012.

Kymlicka, Will. *Multicultural citizenship: A liberal theory of minority rights*. Clarendon Press, 1995.

Mills, Sean. 2010. *The empire within: postcolonial thought and political activism in sixties Montreal*. McGill-Queen's Press.

D. Problems, solutions, and their categories

Week 11. Race, ethnicity and violence

Fearon, James D., and David D. Laitin. 2000. "Violence and the social construction of ethnic identity." *International organization* 54(4): 845-877. [32]

Smångs, Mattias. 2016. "Doing Violence, Making Race: Southern Lynching and White Racial Group Formation." *American Journal of Sociology* 121(5): 1329-1374. [33]

Alves, Jaime Amparo. 2016. "'Blood in Reasoning': State Violence, Contested Territories and Black Criminal Agency in Urban Brazil." *Journal of Latin American Studies* 48.01: 61-87. [25]

Luft, Aliza (2015). "Toward a Dynamic Theory of Action at the Micro-Level of Genocide: Killing, Desistance, and Saving in 1994 Rwanda." *Sociological Theory* 33(2):148-172 [30]

Razack, Sherene H. "Gendering Disposability." *Canadian Journal of Women and the Law* 28.2 (2016): 285-307. [22]

Recommended

Brubaker, Rogers and David Laitin. 1998. "Ethnic and Nationalist Violence" *Annual Review of Sociology* 24: 423-52.

Burleigh and Wipperman. "Barbarism Institutionalized: Racism as State Policy" ch3 in *The Racial State. Germany 1933-1945*.

Connor, Walker. "Beyond Reason: The Nature of the Ethnonational Bond" *Ethnic and*

Racial Studies. 16(3) 1993: 373-389

Hagan, John and Wenon Rymond-Richmond. 2008. "The Collective Dynamics of Racial Dehumanization and Genocidal Victimization in Darfur" *American Sociological Review*,

Schneiderhan, Erik. 2013. "Genocide reconsidered: A pragmatist approach." *Journal for the Theory of Social Behaviour* 43.3: 280-300.

Contreras, Randol. 2013. *The stickup kids: Race, drugs, violence, and the American dream*. University of California Press.

Nagy, Rosemary. "Truth, reconciliation and settler denial: specifying the Canada–South Africa analogy." *Human Rights Review* 13.3 (2012): 349-367.

Razack, Shireen. 2015. *Dying From Improvement: Inquests and Inquiries into Indigenous Deaths in Custody*. Toronto: University of Toronto Press.

Week 12. Classification struggles and the institutionalization of multiculturalism and anti-racism

Berrey, Ellen C. 2011. "Why Diversity Became Orthodox in Higher Education, and How it Changed the Meaning of Race on Campus." *Critical Sociology* 37(5): 573-596. [23]

Bloemraad, Irene. "Becoming a citizen in the United States and Canada: Structured mobilization and immigrant political incorporation." *Social Forces* 85.2 (2006): 667-695. [28]

Peria, Michelle, and Stanley R. Bailey. 2014. "Remaking racial inclusion: Combining race and class in Brazil's new affirmative action." *Latin American and Caribbean Ethnic Studies* 9(2): 156-176. [20]

Bleich, Erik. 2002. "Integrating ideas into policy-making analysis frames and race policies in Britain and France." *Comparative Political Studies* 35(9): 1054-1076. [22]

Saunders, Sabrina E. Redwing, and Susan M. Hill. 2007. "Native education and in-classroom coalition-building: Factors and models in delivering an equitable authentic education." *Canadian Journal of Education/Revue canadienne de l'éducation*: 1015-1045. [30]

Recommended:

Skrentny, John David. 2009. *The minority rights revolution*. Harvard University Press.

Voyer, Andrea M. *Strangers and neighbors: Multiculturalism, conflict, and community in America*. 2013. Cambridge University Press.

Kymlicka, Will. 200. *Multicultural odysseys: Navigating the new international politics of diversity*. Oxford University Press on Demand.

Korteweg, Anna C., and Triadafilos Triadafilopoulos. 2015. "Is multiculturalism dead? Groups, governments and the 'real work of integration'." *Ethnic and Racial Studies* 38(5): 663-680.

Cicalo, André. 2012. *Urban encounters: affirmative action and black identities in Brazil*. Palgrave Macmillan.