

**THE UNIVERSITY OF BRITISH COLUMBIA  
DEPARTMENT OF SOCIOLOGY  
SOC 302  
Ethnic and Racial Inequality**

**Winter Session, Term 1, September - December 2014  
Lecture: Tuesday and Thursday 12:30 - 2:00 p.m., Room TBA**

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**Course description**

This course introduces students to the advanced discussion on the effects of race and ethnicity in the production of social inequalities. The first part of the course will review some of the main theoretical discussions in the field, with emphasis on the contributions of different approaches: culturalist, materialist, constructivists, subalternists. In this part students will learn about the main questions surrounding ethnic and racial problems, and the historical position of these debates understanding ethnicity and race as challenges to Nation- State and the making of citizenship, but simultaneously a product of transnational processes linked to colonialism and capitalist expansion. The second part of the course puts the analytical approaches into practice as we analyze specific ethnic and racial national conflicts as we analyze them in a multi dimensional perspective considering the intertwining of social, political, economic and cultural tensions, and we regard the possibilities of understanding. The third part of the course covers transnational ethnic and racial relations as we link these transformations with broader global dynamics and the emergence of translocal fields of tension. In this section we will consider how transnational transformation not only impact large scale social formations as nation state and national economies but also impact the real of intimate relations, such as family, love and marriage.

**Readings:**

- Cornell, Stephen E, and Douglas Hartmann. 2007. *Ethnicity and race: making identities in a changing world*. Thousand Oaks, Calif.: Pine Forge Press, an Imprint of Sage Publication.  
**Required**

- Reader available at UBC bookstore (reader) **required**
- **One book** to be chosen among the following (you will have to read *only* Introduction Conclusion and three chapters of your choice for a book review):

- 1- Moore, Donald 2005. *Suffering for Territory: Race, Place, and Power in Zimbabwe*. Durham: Duke University Press
- 2- *Calcuta Requeim* by Ananya Roy (2003)
- 3- *Caribbean Pleasure Industry* by Mark Padilla (2007)

### **Evaluation:**

Students' marks are calculated on the basis of two multiple choice exams, a written paper, a final exam and class participation during the discussion sections. The multiple choice exams and the final are each worth 20% of the final mark. The discussion paper is worth 30% and will involve critical reading of selections of one book. You will have to connect that reading with at least **one** concept discussed in class. The final exam will be scheduled during the exam period, it will combine multiple choice questions and one short essay. Class participation is worth 10% of the final mark.

1 Midterm exam: Definitions and Short questions 30%

1 Review Papers: 30%

1 Final Exam 30%

Class participation: 10%

**Mid Term Exam.** During Week 5, students will take a mid-term exam. The exam will be composed of definitions, short answer questions, as well as a short essay. Materials from Week 1-5 will be included in the exam.

**Final Exam** The final exam will mainly cover material from Weeks part 3, though general concepts from earlier in the term will be applicable to short answer and essay questions.

**Review Paper** is based on the book of your choosing (see list above). You have to read the introduction, conclusion and chose 3 chapters to discuss in depth. We ask you to support your arguments with specific reference to the reading. Use examples and quotations from the book to support your points and also explain what you take from the reading. Specifically we ask you to:

1. Choose (a) key theme(s) raised in the chapters and define a specific argument for your review.
2. Summarize the main points of the chapters covered in relation to your main argument.

3. Generate a critical discussion of the book, what are the contributions? What are potential critiques to the research? What are implied questions that could follow this research? Support your statements with direct reference to the book and clear explanation of what aspect of the article supports your points. Your papers should be no more than 4-5 pages in length, typed (12 point font/1 inch margins), double-spaced. Please, use ASA citation style.

**Class participation** Class participation is based on your contribution to the class. Undocumented absences from class result in a zero for the day's class participation. Class participation is **not** evaluated according to how much you talk in class, but rather how much you help move the class discussion forward. Moving the discussion forward occurs, for examples, by asking stimulating, open-ended questions; by explaining why you found a particular issue in the readings or lectures to be confusing or unclear; by asking questions that force a clarification of the discussion; and by making connections between different points that have come up in the discussion. If you feel intimidated by making comments in big settings you can contribute to discussions by our facebook group, sending discussion questions in advance, sharing relevant media information, generating online discussion. It is a good idea to write down your main questions for each reading and after reviewing your lecture notes. This will help you study and clear any doubts during class.

### **Class Policies**

**Missed Exams:** You will receive a **grade of 0 (zero) on a missed exam** unless you have an excused absence (medical reason, emotional hardship, death of a family member). Make-up assignments will be given to students only with a bona fide medical, counselor's note, obituary, etc. – **documentation is required and must be given to me BEFORE you are able to write the make-up.** If you miss the mid-term exam, you must contact me as soon as possible to arrange for the make-up assignment. If you miss the final exam, contact the appropriate administrative officer in your faculty (e.g. Arts advising office if you are an Arts student) to request a 'standing deferred'.

**Late assignments** will be deducted a 4% of the mark for each date. Assignments latter than 3 days will not be received and marked with a 0%.

**Final Exam Hardships:** A student facing an examination hardship defined as three or more exams scheduled **within a 24-hour period**, shall be given an alternative date for the second exam only. The student must **notify the instructor of the second exam** no later than **one month prior** to the second examination date. You are expected to write the first and third exam as scheduled.

**Access and Diversity:** The University accommodates students with learning challenges who have registered with the Access and Diversity Centre. The University accommodates students

whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated. Please discuss your commitments with me **at least one week** in advance of the scheduled assignment or exam.

**Academic Dishonesty:** Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

**Course outline (I reserve the right to make modifications)**

**Part I: Theoretical debates on Race and Ethnicity**

Week 1:

*Lecture 1:* Race and Ethnicity as social constructions. Why are they a social concern?

*Reading.* Foucault, Michel. 2003. "Selections" In: *Society Must Be Defended: Lectures at the Collège de France, 1975-1976*. St Martins Press.

Week 2:

*Lecture 2:* Race and Ethnicity as theoretical problems. Why social sciences research these problems?

*Reading:*

Chatterjee. Partha 1993. "Whose Imagined Community?" From *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press

*Lecture 3:* Race and Ethnicity as theoretical problems. What theoretical tools have we developed to analyze them? Definitions.

*Reading:* Cornell and Hartmann. Chapters 1 and 2.

Week 3:

*Lecture 4:* Race and Ethnicity as theoretical problems. Primordialist and Circumstantialist approaches.

*Reading:* Cornell and Hartmann. Chapter 3.

*Lecture 5:* Race and Ethnicity as theoretical problems. Constructivist approaches.

*Reading:* Cornell and Hartmann. Chapter 4.

*Hall Gramsci's relevance for the study of race*

Week 4:

*Lecture 6:*. The making of social difference. Subaltern Studies.

*Readings:*

Spivak, Gayatri Chakravorty. 1988. Can the Subaltern Speak? In *Marxism and the Interpretation of Culture*. Eds. Cary Nelson and Lawrence Grossberg. Urbana, IL: University of Illinois Press.

Guha, Ranajit. 1999 "Introduction *Elementary Aspects of Peasant Insurgency in Colonial India*. Durham: Duke University Press.

*Lecture 7*: Race and Ethnicity as theoretical problems. Tracing complexity.

Reading: Cornell and Hartmann. Chapter 6. "Contextual Factors in the making of Identities"

Week 5:

*Lecture 8*: The making of social and spatial difference.

*Reading*: Moore, Donald S, Kosek, and Anand Pandian. 2003. "Introduction" in *Race, nature, and the politics of difference*. Durham: Duke University Press.

***Exam 1: Mid-term.***

## **Part II: Identity and Difference as problem of Government**

Week 6:

*Lecture 9*: Race and Ethnicity as a problem for governmentality: population.

*Reading*: Foucault, Michel, and Robert Hurley. 1988. *The history of sexuality*. New York: Vintage Books.

Tambiah, Stanley 1996 "Nation-State in Crisis and the Rise of Ethnonationalism" In: Wilmsen, Edwin N., and P. A. McAllister. *The Politics of Difference: Ethnic Premises in a World of Power*. University of Chicago Press.

*Lecture 10*: Ethnicity and Race as a problem for governmentality: territory

*Reading*: Moore, Donald S. 2005. *Suffering for territory: race, place, and power in Zimbabwe*. Durham: Duke University Press.

David T. 1993. "Polluting the body politic: Race and urban location." In *Racist culture* (pp. 185–205). Cambridge, UK: Blackwell.

Week 7

*Lecture 11*: Race and Ethnicity as a problem for governmentality: life

Readings: Esposito, Roberto. 2008. "Introduction" *Bíos: Biopolitics and Philosophy*. U of Minnesota Press.

Nelson, Diane 1999. *A Finger in the Wound: Body Politics in Quincentennial Guatemala*. Berkeley: University of California Press. (Selections)

*Lecture 12: Race and Ethnicity as a problem for governmentality: death*

Mbembe, A. 2003. "Necropolitics." *Public Culture* 15(1):11–40. Retrieved April 4, 2014.

Week 8:

*Lecture 13: Indigeneity as a historical problem.*

Beckett, James. 1988. "Introduction." In: *Past and present. The Construction of Aboriginality*. Canberra: Aboriginal Studies Press. Pp.1-10.

Sider, Gerlad 1997. "Against Experience: The Struggles for History, Tradition, and Hope among a Native American People." In: *Between History and Histories. The Making of Silences and Commemorations*. G. Sider and G. Smith eds. Toronto: University of Toronto Press.. Pp. 62-79

*Lecture 14: Indigeneity as a spatial problem*

*Readings:*

Li, Tania 2000 "Articulating Indigenous Identity in Indonesia: Resource Politics and the Tribal Slot" *Comparative Studies in Society and History* 42(1):149-179.

Mawani, Renisa 2003. "Legal Geographies of Aboriginal Segregation in British Columbia: The Making and Unmaking of the Songhees Reserve," In: *Isolation: Places and Practices of Exclusion* Carolyn Strange and Alison Bashford (eds.). London and New York: Routledge, pp. 173-190.

Week 9:

*Lecture 15: Multiple others: The urban as a location of frictions.*

*Reading:* Anderson, Kay 2000, 'Thinking post-nationally: dialogue across multicultural, indigenous and settler spaces' *Annals, Association of American Geographers*, vol. 90, no. 2, pp. 381-391

***Book review due at the beginning of the class.***

### Part III: The Other in the Postcolony and a Global World

*Lecture 16:* Making selves and others in a changing world

*Readings:* Cornell and Hartmann. Chapter 8.

Week 10:

*Lecture 17:* The expansion of capitalism (and how capitalism needs the mobility of the other).

*Reading:* Harvey, D. 1996. *Justice, Nature, and the Geography of Difference*. London: Blackwell. Introduction.

*Lecture 18:* The persistence of the “problem” of the Other.

*Reading:* Said, Edward W. 2003. “Introduction.” *Orientalism*. 25th Anniversary ed. New York: Vintage Books.

Gilroy, Paul. 2002 “Introduction.” In *Post Colonial Melancholia. Modernity and Double Consciousness*. New York: Columbia University Press.

Week 11:

*Lecture 19:* Global connections and intimate others.

*Reading:* Padilla, Mark. 2007. “Chapter 2” *Caribbean pleasure industry: tourism, sexuality, and AIDS in the Dominican Republic*. Chicago: University of Chicago Press.

*Lecture 20:* Global connections and intimate others II.

*Reading:* Pratt, Geraldine. 1999. “From Registered Nurse to Registered Nanny: Discursive Geographies of Filipina Domestic Workers in Vancouver, B.C.” *Economic Geography* 75(3):215–236. Retrieved April 4, 2014.

Week 12:

*Lecture 21:* Managing the other through development

*Reading:* Cowen, M. P. 2003. “Introduction.” In : *Doctrines Of Development*. Taylor & Francis.

*Lecture 22: Managing the other through development II*

*Reading* Li, Tania Murray. 2007. "Introduction." *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Duke University Press.

Pandian, Anand. 2009. "Chapter 1" *Crooked stalks: cultivating virtue in South India*. Durham: Duke University Press.

Week 13:

*Lecture 23: The mobility of the other as a problem of the state*

*Reading:* Ong, Aihwa. 1999. "Introduction" *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham, NC.: Duke University Press. Introduction.

*Lecture 24: The mobility of the other as a problem of the state*

*Reading:* Malkki, Liisa H. 1995. "Introduction" *Purity and Exile: Violence, Memory, and National Cosmology Among Hutu Refugees in Tanzania*. University of Chicago Press.

**Final exam: December** date, time, and location to be announced