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AFRC 4650.401
Race and Racism in the Contemporary World
T 1:345 - 4:44PM

In the contemporary world, racism, xenophobia and ethno-national chauvinism are apparent in societies and politics in most parts of the world. This course will provide advanced undergraduates with knowledge of concepts and theories related to race and racism, which will provide the tools to analyze and dissect the racial and ethno-national dynamics examined in our course readings. Most of you by now have heard-perhaps even used- the phrase “race is a social construction”. In this course we will emphasize how racism—not race- is constituted in politics.

Structural and institutional racism inevitably involves state power, economies and political economy. Several types of state power—totalitarian, authoritarian, fascist and even liberal democratic regimes have created institutions and norms to create and manage racial and ethno-national inequality to the benefit of privileged groups. France, Brazil, Colombia, the United States, Germany, and several countries of East Asia and the Americas will be the cases to be explored with our tool kit.

How do we make sense of the seeming upsurge in far-right authoritarian and fascist movements, racist violence and state-sanctioned, extra-judicial killings? Are these new phenomena or are they recurrent and endemic within the nation-state system? Students will be introduced to concepts of race and racism, methodologies, social and political theory designed to makes sense of racism as a political—and more than sociological—phenomena in comparative perspective.

COURSE REQUIREMENTS

Mid-term, 25% and Final Examination, 25%: The mid-term examination will consist of one essay question (from a choice of two) and 20 multiple choice questions, and will emphasize concepts, methods and theories for the examination of racial politics in comparative perspective. The final examination will consist of one mandatory question and one question students must choose from three question options. The final examination questions are designed to assess student familiarity with country case readings and their empirical detail against the analytical backdrop of the first half of the course.

Class Participation, 30%: Students are expected to actively participate in their own education through close reading and discussion of assigned course materials. Showing up for class is not class participation.

Country Case Presentation, 20%: Each student will give a presentation of one of the country cases under examination. Questions to address include the following: what are the author's main points? What approach does the author or authors undertake to present their findings? Do you agree or disagree with the author's conclusions? Why or why not? Which conceptual, methodological and theory-based readings resonate most in your assignment (you must cite three)? Finally, consult the questions at the end of each case section and respond to them.

Attendance is Mandatory: Students with three or more undocumented absences will have one full letter grade deducted from their final grade.

REQUIRED BOOKS

Edward Telles. Race in Another America. Princeton: Princeton University Press, 2002.

Patrick Weil. How to be French: Nationality in the Making Since 1789. Durham: Duke University Press, 2008.

David Olusoga and Casper W. Erichsen, The Kaiser's Holocaust: Germany's Forgotten Genocide. Faber and Faber. Main edition (August 1, 2011).

Books are available at Penn Book Center, 130 South 34th Street, Philadelphia, PA 19104. Located at the Corner of 34th Street and Sansom Street. All other readings are on eReserve.

CLASS SCHEDULE

Week 1

1/21 - Course Introduction, *Racial Politics in Trying Times*: objectives; rules and grading. Class Exercise: What race are you?

Week 2 - Methods, Approaches, Concepts, part I - Race and State

1/28 - Michael Omi and Howard Winant, "Introduction," "Chapter 4" and "Chapter 5" of Racial Formation in the United States. New York: Routledge, 1986.

Vicky Hattam, "Chapter 2: 'In Historic Races to Ethnicity: Disarticulating Race, Nation and Culture'" in In the Shadow of Race. Chicago: University of Chicago Press, 2007.

Michael Hanchard and Erin Chung, "From Race Relations to Comparative Racial Politics: A Survey of Cross-National Scholarship on Race in the Social Sciences" in DuBois Review (Fall 2004, Vol.1, No. 2), pp. 319-45.

Martin Carnoy, "The State and American Political Thought" in The State and Political Theory (Princeton: Princeton University Press, 1984) pp. 10-43.

David Theo Goldberg, "Legislating Race" in The Racial State (UK and USA: Blackwell, 2002), pp. 138-159.

Week 3

2/4 - Methods, Approaches, Concepts, part II- Culture, Class, Gender and Power

Culture- Raymond Williams, Chapter 1, "Culture" in Marxism and Literature. London: Oxford University Press, 1977, pp. 11-21.

Class- E.P. Thompson. The Making of the English Working Class, Preface, pp. 9-11. New York: Vintage Press, 1966.

Gender- Joan Scott, Chapter 2, "Gender: A Useful Category of Historical Analysis", Gender and the Politics of History. New York: Columbia University Press, 1999.

Power- Steven Lukes, "Three Dimensional Power" in Power: a Radical View, London: Palgrave, Macmillan, 2005, pp.108-151.

Week 4

2/11 Germany - The Kaiser's Holocaust; Germany's Forgotten Genocide, by David Olusoga and Casper W. Erichsen, Chaps. 2-3, 11-13, 18.

Helmut Bley, South West Africa under German Rule, 1894-1914. Evanston: Northwestern University Press, read Introduction, Part III, "Premature Crisis of 1897-1903, and "Military Responses, 1904-1907.

Hans Massoquoi, Destined to Witness (eReserves).

Week 5 - Germany, cont'd

2/18 - The Racial State, by Michael Burleigh and Wolfgang Ippermann.

Week 6 - Germany, cont'd

2/25 - Film - *Phoenix*, film by Christian Petzhold.

Germany Case Questions: According to Burleigh and Wippermann, was the National Socialist regime in Germany during World War II a distinctly modern phenomena, or does it symbolize the brutality of a previous era? How was the race concept deployed by the Nazis? Did their representation of Aryan peoples change over time?

Week 7

3/4 - Brazil - Gilberto Freyre, The Masters and the Slaves, Vol. 1, (Berkeley: University of California Press, 1986), pp. 3-80.

Florestan Fernandes, The Negro in Brazilian Society, (New York and London: Cambridge University Press, 1969), pp. 1-53.

Edward Telles, "Chapters 1-3" in Race in Another America. (Princeton: Princeton University Press, 2002).

Thomas Skidmore, "Chapter 2: 'Racial Ideas and Social Policy in Brazil, 1870-1940'" in The Idea of Race in Latin America edited by Richard Graham. (Austin: University of Texas Press, 1990).

Week 8 - Brazil, cont'd

3/11 - Brazil, cont'd.

Michael Hanchard, "Racial Democracy: Hegemony, Brazilian Style" in Orpheus and Power: The Movimento Negro of Rio de Janeiro and Sao Paulo, Brazil, 1945-1988. (Princeton: Princeton University Press, 1994), pp. 43-76.

Edward Telles, "Chapters 6 - 10" in Race in Another America. (Princeton: Princeton University Press, 2002).

Week 9

3/18 - Spring Break, no class

Week 10 - Brazil, cont'd

3/25 - Film - *Bus 174* directed by Nelson Pereira, 2000. **Sheridan Library Audio Visual Room** - mid-term preparation

Brazil Case Questions: How do we make sense of the different interpretations of racial harmony and discord in Brazilian society offered by Freyre, Fernandes and Telles? Is the Brazilian notion of racial democracy fact or ideology?

Week 11

4/01 - Mid-Term, in class

Week 12, France

4/08 - Patrick Weil, "Introduction, Part I and II" in How to be French: Nationality in the Making Since 1789. (Durham: Duke University Press, 2008).

Week 13, France, cont'd

4/15 - Patrick Weil, "Part III" and "Conclusion" in How to be French: Nationality in the Making Since 1789. (Durham: Duke University Press, 2008).

Nonna Mayer, "Chapter 1: 'The French National Front'" in *The New Politics of the Right: Neo-Populist Parties and Movements in Established Democracies*, edited by Hanz-Georg Betz and Stefan Immerfall. (London: Macmillan Press Ltd., 1998).

Week 14

4/22 - Film *La Haine*, directed by Mathieu Kassovitz, 1995. **Sheridan Library Audio Visual Room**

France case questions: What impact, if any, did the New Right have on racial politics in France? How should we think about French republicanism in light of contemporary debates about racism, ethno-national and religious chauvinism? What methodological approach, or approaches, does Veil and Mayer employ in their analyses of the history and politics of nationalism and racism in French society?

Week 15

04/29 – **Cuba** - Aline Helg, "Introduction," and "Chapters 1 - 4" in Our Rightful Share. (University of North Carolina Press, 1995).

Mark Sawyer, "Chapters 5-7," in Racial Politics in Post-Revolutionary Cuba. (Cambridge: Cambridge University Press, 2006).

Pedro Serviat, "Solutions to the Black Problem" translated in AFROCUBA edited by Pedro Sarduy and Jean Stubbs. (New York: Ocean Press, 1993), pp.77-90.

Tomas Fernando Robaina, "The 20th Century Black Question", translated in AFROCUBA edited by Pedro Sarduy and Jean Stubbs. (New York: Ocean Press, 1993), pp.92-105.

Walterio Carbonell, "Birth of a National Culture" translated in AFROCUBA edited by Pedro Sarduy and Jean Stubbs. (New York: Ocean Press, 1993), pp.195-203.

"Race and Nation" by Nancy Morejon, translated in AFROCUBA edited by Pedro Sarduy and Jean Stubbs. (New York: Ocean Press, 1993), pp.227-237.

Cuba Case Questions: Are there any similarities between the Cuban and Brazilian cases? Could the Cuban Government's domestic policies be characterized as "race neutral?" Did the Cuban state's socialist ideology influence its policies towards matters of color and cultural distinctions in Cuban society?

Week 16

05/06? - Final Exam