

Researching "Race" in Social Science

Instructor: Luisa Farah Schwartzman

Class time and location: Thursday, 2-4pm, room 240, 725 Spadina Ave

Office location: room 244, 725 Spadina Ave.

Office hours: Thursdays, 4-6 pm, or by appointment

E-mail: luisa.fs@utoronto.ca

This course will discuss different theoretical, methodological, practical and political challenges that social scientists face when explaining social phenomena that we describe as "racial", "racialized" or "race"-related. Social scientists sometimes study the relationship between "race" and other social phenomena without considering many the assumptions and implications of their usage of the concept. Nonetheless, there has also been a substantial body of scholarship in the social sciences that has attempted to investigate and discuss these different assumptions. This course cannot possibly review all this literature, nor is it the goal here: the goal is to give you a starting point (or different starting points) to think about different issues in this subfield as you build your own research agenda. We will also focus much attention on the challenges and possibilities of doing cross-national research on "race"-related social phenomena.

Readings

Readings are listed in the course outline below. A course reader with all readings is available, location TBA.

Assignments, responsibilities and grading

Grading breakup

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

paper proposals: 5%

paper presentations: 10%

being the "discussant" for your classmate's paper: 5%

leading discussion in class: 5%

final paper: 50%

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

Weekly memos. These are short (*no more than one 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 noon on Wednesday. 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

You should write a final paper with 5 000 to 10 000 words in length. This word limit will be strictly enforced. Part of the work of doing papers is being able to revise them, cutting unnecessary words, sentences and paragraphs, and finding out ways to explain things in a shorter and more straightforward manner. Also, journals often have word limits (and book publishers often put constraints on length too!), so it's good training for your professional life. 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.

(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 discussion. 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 January 23rd):

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 the students would be advised to consider carefully the comments they receive on their proposals. Good proposals will help me guide you toward writing a good final paper.

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 (required)

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. You should have a rough draft of the paper that you can send to the discussant at least two days before you present.

Serve as discussant someone else's paper (required)

You will serve as a discussant of someone else's paper, similar to the way discussants operate in conferences. This means you should have actually read the draft of the paper and be prepared to discuss it in front of the class, in a 3-5 minute presentation. I also encourage you provide private feedback to the person whose paper you've read, to help them improve their paper.

Course outline:

Week 1, 01/07 — Introduction

Week 2, 01/14 — “Race” and biology: are we all social constructionists now?

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

Hartigan Jr, John. 2008. "Is Race Still Socially Constructed? The Recent Controversy over Race and Medical Genetics." *Science as Culture*,17(2):163-193 [30]

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. 2008. “Reconstructing Race in Science and Society: Biology Textbooks, 1952-2002” *American Journal of Sociology* 114 Suppl : S106-S137. [30]

Week 3, 01/21 — The usefulness of “race” and “racism” as analytical categories

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 [20]

Wacquant, Loic. “For an Analytic of Racial Domination” *Political Power and Social Theory* 11: 221-234 [13]

Bonilla-Silva, Eduardo. 1997. “Rethinking Racism: Toward a Structural Interpretation” *American Sociological Review*. 62(3): 465-480. [20]

Loveman, Mara. 1999. “Is ‘Race’ Essential?” *American Sociological Review* 64(6):891-898. [7]

Bonilla-Silva, Eduardo. 1999. “The Essential Social Fact of Race” *American Sociological Review* 64(6):899-906. [7]

Week 4, 01/28 — Relationships between "race" and "ethnicity"

Brubaker, Rogers. 2002. “Ethnicity without Groups” *Archives européennes de sociologie* 43(2): 163-189. [25]

Wimmer, Andreas. 2008. “The Making and Unmaking of Ethnic Boundaries: A Multi-Level Process Theory” *American Journal of Sociology* 113 (4): 970-1022. [25, 50] **[read until p. 997, skim the rest]**

Sansone, "An Afro-Latin Paradox?: Ambiguous Ethnic Lines, Sharp Class Divisions, and a Vital Black Culture." Pp. 1-21 in: *Blackness without Ethnicity: Constructing Race in Brazil*. New York: Palgrave Macmillan. [20]

Wade, Peter. "The Meaning of Race and Ethnicity" Ch2 in *Race and Ethnicity in Latin America*, pp. 5-25. [20]

Blauner, Robert. 1972. *Racial Oppression in America*. "Introduction", Part I, pp. 1-19 [20]

Week 5, 02/04 — Theoretical tools from mainstream Sociology

Omi and Winant, "Racial Formation", Chapter 4 in: *Racial Formation in the United States: the 1990s*. Pp. 53-76. [23]

Weber, Max. [1922] 1978. *Economy and Society*. Berkeley: University of California Press, vol. 1 pp. 341-348, 385-398 [20]. (+ optional reading: vol 2, pp., 926-939)

Lamont, Michele and Virag Molnar. 2002. "The Study of Boundaries in the Social Sciences." *Annual Review of Sociology*, pp 67-95 [30]

Andersen, Margaret L. and Patricia Hill Collins. 1995. *Race, Class and Gender*, "Preface," (pp.xi-xix). [5]

Bourdieu, Pierre. "Identity and Representation: Elements for a Critical Reflection on the Idea of Region" and "Social Space and the Genesis of Classes" pp220-251 in *Language & Symbolic Power*. [30]

Week 6, 02/11 — Power, epistemology and "black" social thought

Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, Chapter 11, pp. 251-273 [20]

Fanon, Franz. [1952] 1982. *Black Skin, White Masks*. New York: Grove Press. Chapter 1, pp. 17-40 [20]

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

Blauner, Robert. 1972. *Racial Oppression in America*. New York: Harper and Row. Chapter 8 and Appendix, pp. 256-287 and 288-294 [37]

Week 7, 02/18 — Reading week, no class!

Week 8, 02/25 — Doing ethnography from different social, racial, national locations

Young Jr., Alford A. 2008. "White Ethnographers on the Experiences of African American Men: Then and Now" Ch11 in Bonilla-Silva and Zuberi (eds) *White Logic, White Methods*. Rowman and Littlefield, 2008. [25]

John Jackson, Jr. 2004. "An Ethnographic *Filmflam*: Gift-giving, Doing Research, and Videotaping the Native Subject/Object" *American Anthropologist*. 106(1):32-42 [10]

Gallagher, Charles. "White Like Me? Methods, Meaning, and Manipulation in the Field of White Studies." In: France Winddance Twine and Jonathan Warren (eds.), *Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies*. New York and London: New York University Press. [25]

Hanchard, Michael G. "Racism, Eroticism, and the Paradoxes of a U.S. Black Researcher in Brazil." In: France Winddance Twine and Jonathan Warren (eds.), *Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies*. New York and London: New York University Press. [20]

Silva, Denise Ferreira da, 1998. "Facts of Blackness: Brazil is not (Quite) the United States ... and Racial Politics in Brazil?" *Social Identities*, Vol. 4, No. 2 [35]

Week 9, 03/04 — "Race" as a variable: challenges of conventional quantitative approaches

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. [20]

Stewart, Quincy Thomas. 2008. "Swimming Upstream: Theory and Methodology in Race Research" Ch6 in *White Logic, White Methods*, pp. 111-126 [15]

Sabbaugh, Daniel. 2008. "French Color Blindness in Perspective: The Controversy over 'Statistiques Ethniques'" (Introduction). *French Politics, Culture and Society* 26(1): 1-6. [5]

Chandra, Kanchan and Steven Wilkinson. 2008. "Measuring the Effect of 'Ethnicity'" *Comparative Political Studies*, pp. 515-563 [23, 50] [read until page 536, skim the rest]

Penner, Andrew and Aliya Saperstein. 2008. "How Social Status Shapes Race." *Proceedings of the National Academy of Science* 105(50):19628-30 [3]

Schwartzman, Luisa Farah. 2007. "Does Money Whiten? Intergenerational Changes in Racial Classification in Brazil." *American Sociological Review*, v. 72, pp. 940-963. [23]

Week 10, 03/11 — Challenges of comparative "race" research

Sansone, Lívio "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. [36]

Dikötter, Frank. 1990. "Group Definition and the Idea of 'Race' in Modern China (1793-1949)." *Ethnic and Racial Studies* 13: 420-32. [10]

Koopmans R., Statham P. 1999. "Challenging the Liberal Nation-State? Postnationalism, Multiculturalism, and the Collective Claims Making of Migrants and Ethnic Minorities in

Britain and Germany" *American Journal of Sociology*, Volume 105, Number 3: 652-96. [40]

Seidman, Gay. 1999. "Is South Africa Different? Sociological Comparisons and Theoretical Contributions from the Land of Apartheid." *Annual Review of Sociology* 25:419-40 [20]

Week 11, 03/18 — The politics of comparative race research

Bourdieu, Pierre and Loïc Wacquant. 1999. "On the Cunning of Imperialist Reason" *Theory, Culture & Society* 16(1): 41-58. [15]

French, John D. 2000. "The Missteps of Anti-Imperialist Reason: Bourdieu, Wacquant and Hanchard's Orpheus and Power" *Theory, Culture & Society* 17 (1): 107-128. [20]

Friedman, Jonathan 2000. Americans Again, or the New Age of Imperial Reason: Global Elite Formation, its Identity and Ideological Discourses. *Theory, Culture & Society*, Vol. 17(1): 139-146 [10]

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]

Telles, Edward E. 2003. US Foundations and Racial Reasoning in Brazil. *Theory, Culture & Society*, Vol. 20(4): 31-47 [15]

Week 12, 03/25 — Legacies of globalized histories: race, empire, diaspora

[if you don't have time to read everything, choose 4 out of those 5 texts]

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. [35]

Fry, Peter. 2000. "Cultures of difference. The aftermath of Portuguese and British colonial policies in southern Africa." *Social Anthropology*, 8, 2, 117-143. [25]

Bleich, Erik. 2005. "The legacies of history? Colonization and immigrant integration in Britain and France." *Theory and Society*, Volume 34, Number 2, pp. 171-195. [25]

Anthias, Floya. 1998. "Evaluating 'diaspora': beyond ethnicity?" *Sociology* 32(3), 557-580. [20]

Butler, Kim D. 2001. "Defining Diaspora, Refining a Discourse." *Diaspora* 10:2, 189-219 [30]

Week 13, 04/01 — Race/ethnicity, globalization, transnationalism, and other contemporary international connections

Waldinger, Roger and David Fitzgerald. 2004. "Transnationalism in Question" *American Journal of Sociology* 109 (5): 1177-95. [20]

Sansone, Livio. 2003. "'Glocal' Funk in Bahia and Rio: Local Interpretations of Black Globalization," Chapter 4, pp. 111-141 in *Blackness without Ethnicity: Constructing Race in Brazil*. New York: Palgrave Macmillan. [30]

Roth, Wendy D. 2008. "'Latino before the world': the transnational extension of panethnicity" *Ethnic and Racial Studies*, 927-947 [20]

Laurie, Nina and Alastair Bonnett. 2002 "Adjusting to Equity: The Contradictions of Neoliberalism and the Search for Racial Equality in Peru." *Antipode*, 33(1), pp. 28-53. [25]