

SO181 Race, Racism, and Resistance: From the Enlightenment to Black Lives Matter

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Office Hours: By appointment



Course Description

This course examines the emergence of modern ideas of 'race' and forms of racism as well as the social and political forces that have shaped their development. We will consider how racial ideas are conceptualized and justified through separate and interrelated forms of biological, social, and cultural description and explanation. The course covers the history of racial ideas from their invention in Enlightenment Europe through to contemporary debates namely the mobilization of race for exclusion (i.e. Charlottesville and a resurgent white supremacy) and inclusive, anti-racist ends (i.e. Black Lives Matter). We will consider the shifts in 'race' and racism in relation to slavery and emancipation in the Caribbean and North America, colonialism in the Americas, anti-Semitism and the Holocaust in Europe, contemporary far-right politics in the USA, 'new' or 'cultural' racisms in the USA and Europe, and colonialism in South Africa. Throughout the module we will examine the work performed by racial ideas as well as its political functions and social effects. Ultimately, the course will emphasize a critical approach to the understanding of race and racism and encourage students to evaluate the social implications of persistent racial ideas.

Requirements

Students are to come to class having read and prepared to discuss the readings.

Students are required to complete and submit the two assignments in a timely fashion:

Midterm: Essay (2500-3500) (Due 21st of March)

Final: (2500-3500) (Due 31st of May)

Academic Integrity

Bard College Berlin maintains the highest standards of academic integrity and expects students to adhere to these standards at all times. Instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section 14.3 (Academic Misconduct) in the Student Handbook.

Attendance

Attendance at all classes is a crucial part of the education offered by Bard College Berlin. To account for minor circumstances, two absences from twice-per-week courses or the equivalent (e.g. one absence from a once-per-week course) should not affect the participation grade or require documentation.

Bard College Berlin does not offer credit for any course in which a student has missed more than 30% of classes, regardless of the reasons for the absences. The full Bard College Berlin attendance policy can be found in the Student Handbook, Section 2.8.

SPECIAL CONSIDERATIONS FOR SPRING 2022: Some students may need to begin the semester remotely due to travel restrictions caused by the pandemic. In addition, all students and instructors must refrain from in-person attendance if they are feeling ill. Instructors should make efforts to offer alternatives to in-person attendance where needed, including remote participation or asynchronous options.

Assessment

- Midterm (30%) 2500-3500 (**Essay questions to be distributed end of February**)
- Final (40%) 2500-3500 (**Essay Question to be distributed end of April**)

Policy on Late Submission of Papers

Essays that are up to 24 hours late can be downgraded up to one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where an instructor agrees to accept a late essay, it must be submitted within four weeks of the deadline. Thereafter, the student will receive a failing grade for the assignment. Grades and comments will be returned to students in a timely fashion. Students are also entitled to make an appointment to discuss essay assignments and feedback during instructors' office hours.

Students receive mid- and end-of-semester grades for their seminar work. Students are entitled to make an appointment with an instructor to discuss seminar participation, or may be asked to meet with the instructor at any stage in the semester regarding class progress.

Grade Breakdown

The percentage grade allotted to each essay or examination, other assignments, and classroom participation.

30% - Midterm

15% - Participation Weeks 1-7

15% - Participation Weeks 8-15

40% - Final

Schedule

Section 1: Race then Race Now

Week 1 Introduction: The Modern Invention of 'Race'

What is 'race'? How and why has 'race' developed? What use(s) did / does 'race' have? These questions are controversial because of the dispute over whether 'race' is a natural, biological fact or a social and ideological construction or some combination thereof. This initial session will consider the historical and theoretical evolution of the idea of 'race' in two key senses: 1. early speculative classifications of physically and geographically distinct 'groups'; 2. the emergence of putatively scientific methods of measuring human differences in order to categorise racial 'types'. In addition, we will consider the social consequences of these racial ideas.

Key Reading

Bernasconi, R Kant's Role in the Enlightenment Construction of Race

Montagu, Ashley Chapter 1 in *Man's Most Dangerous Myth: The Fallacy of Race*

Further Reading

Augstein, H. F. (1996) *Race: The Origins of an Idea, 1760-1850*. Thoemmes Press.

Banton, M. (1977) *The Idea of Race*. London: Tavistock Publications.

Banton, M. P. (1998) *Racial Theories*. Cambridge: Cambridge University Press.

Gilroy, P. (2000) *Between Camps: Nations, Culture and the Allure of Race*. London: Allen Lane. (Chapter 1).

Guillaumin, C. (1995) 'Race and Nature: The System of Marks' in *Racism, Sexism, Power, and Ideology*. London: Routledge.

Malik, K. (1996) *The Meaning of Race: Race, History and Culture in Western Society*. Washington Square, N.Y.: New York University Press.

Miles, R. And Brown, M. (2003) *Racism*. London: Routledge. (Chapter 1)

Stocking, G. W. (1982) *Race, Culture, and Evolution: Essays in The History of Anthropology : With A New Preface*. Chicago: University of Chicago Press.

Week 2: Black Lives Matter, All Lives Matter and contemporary racisms

Key Reading


Aurelien Mondon & Aaron Winter (2019) Whiteness, populism and the racialisation of the working class in the United Kingdom and the United States, *Identities*, 26:5, 510-528, DOI:

[10.1080/1070289X.2018.1552440](https://doi.org/10.1080/1070289X.2018.1552440)

Further Reading

Paul J. 'Not Black and White, but Black and Red': Anti-identity identity politics and #AllLivesMatter. *Ethnicities*. 2019;19(1):3-19. doi:[10.1177/1468796818791661](https://doi.org/10.1177/1468796818791661)

Paul, J (2021) "Because for us, as Europeans, it is only normal again when we are great again": metapolitical whiteness and the normalization of white supremacist discourse in the wake of Trump, *Ethnic and Racial Studies*, 44:13, 2328-2349, DOI: [10.1080/01419870.2021.1922730](https://doi.org/10.1080/01419870.2021.1922730)

Satnam Virdee & Brendan McGeever (2018) Racism, Crisis, Brexit, *Ethnic and Racial Studies*, 41:10, 1802-1819, DOI: [10.1080/01419870.2017.1361544](https://doi.org/10.1080/01419870.2017.1361544) 

Section Two: South Africa: From Colonialism to Post-Colonial

Week 3: Race and Racial Categorisation under Apartheid (guest lecture Dr. Moses März)

Key Reading

Posel, Deborah (2001) What's in a name? Racial categorisations under apartheid and their afterlife

Further Reading

TBA

Week 4: Resistance and Black Consciousness in South Africa (guest lecture Dr. Moses März)

Key Reading

Biko, S (1978) I Write What I Like Ch. 5, 9, & 11

Further Reading

TBA

Week 5: Decolonization and Liberation: The South African Student Movements (guest lecture Dr. Moses März)

Key Reading

Nigel C. Gibson (2017) The specter of Fanon: the student movements and the rationality of revolt in South Africa, *Social Identities*, 23:5, 579-599, DOI: [10.1080/13504630.2016.1219123](https://doi.org/10.1080/13504630.2016.1219123)

Further Reading

TBA

Section 3: The Economic and Cultural Realities of Colonialism and Colonial Logics

Week 6. Race and Racism, Capitalism and Colonialism

The lecture examines the relationship between 'classical' racism and the development of capitalism. Modern knowledge of racial difference emerged as a product of Western thought at a particular historical period that 'proved' the naturalness of racial superiority and inferiority. We will see how these racial ideas were used to justify slavery and the exploitation of colonized peoples and examine critiques of classical racial knowledge as thoroughly ideological. The lecture will explore how understanding 'race' therefore becomes an issue of identifying and justifying historically specific social divisions, power relations and exclusionary practices rather than the neutral 'discovery' of essential biological differences between peoples.

Key reading:

Williams, E. (1994) *Capitalism and Slavery*, Chapel Hill: University of North Carolina Press. Chapter 1 'The Origins of Negro Slavery'
Watch *Racism: A History* episode 2 'Fatal Impact' (BBC 4 Documentary)

Further Reading:

Blackburn, R. (1996) *The Making of New World Slavery: From the Baroque to the Creole*, London: Verso.
Bulmer, M. & Solomos, J. (eds.) (1999) *Racism*, Oxford: Oxford University Press. (Part II)
Bush, B. (1989) *Slave Women in British Caribbean Society, 1650-1832*, London: James Currey.
Cannadine, D. (2002) *Ornamentalism: How The British Saw Their Empire*, London: Penguin.
Césaire, A. (1972) *Discourse on Colonialism*, London: Monthly Review Press.
Cox, O. (1959) *Caste, Class and Race: A Study in Social Dynamics*, New York: Monthly Review Press.
Heuman, G. & Walvin, J. (eds.) (2003) *The Slavery Reader*, London: Routledge.
James, C.L.R. (1969) *A History of Negro Revolt*, New York: Haskell House.
James, C.L.R. (1980) *The Black Jacobins*, London: Allison and Busby.
Marx, K. (1976) *Capital: A Critique of Political Economy*, Volume 1, Harmondsworth: Penguin. (Part 8. 'So-Called Primitive Accumulation')
Miles, R. (1984) 'Marxism versus the Sociology of "Race Relations"', *Ethnic and Racial Studies*, 7 (2): 217-237.
N. Zack (1998) *Thinking about Race California*: Wadsworth (especially chapter 1)
B. Ashcroft et al (2000) *Post-Colonial Studies: the Key Concepts* London: Routledge. Entry on "Race"
M. Banton (1987) *Racial Theories* Cambridge: Cambridge University Press.
L. Back. and J. Solomos (eds.) *Theories of Race and Racism. A Reader* London: Routledge. Ch. s 1 & 3

On the idea of race and the development of capitalism

S. Harding (2002) "Science, Race, Culture, Empire" in D. Goldberg and J. Solomos (eds) *A Companion to Racial and Ethnic Studies* Oxford: Blackwell.
C.L.R James (1977) 'The Atlantic Slave Trade and Slavery: Some Interpretations of Their Significance in the Development of the United States and the Western World' in C.L.R James *The Future in the Present: Selected Writings*. London: Allison and Busby.
M. Bulmer and J. Solomos (1999) (eds) *Racism* Oxford: Oxford University Press. Parts 1 & 2.
J. Pierterse (1994) 'Unpacking the West: How European is Europe?' in A. Rattansi and S. Westwood (eds.) *Racism, Modernity and Identity on the Western Front*. Cambridge: Polity.
I. Hannaford (1996) *Race: the history of an Idea in the West* Baltimore: John Hopkins University.
C. Hall (2002) *Civilising Subjects: Metropole and Colony in the English imagination, 1830-1867*. Cambridge: Polity 2002. Introduction

Week 7: The Critique of Colonialism

In addition to the economic critiques exemplified by Eric Williams, other critics concerned themselves with other modes of political thought and activism. This week's sessions focus on the critique of colonialism advanced by two notable Caribbean activist-intellectuals, C.L.R. James and Aimé Césaire. We will consider how both James and Césaire delineate the hegemonic formation of colonial dominance and assert the imperative of developing practical political opposition alongside a penetrative critique of the flaws and contradictions in colonial egalitarian mores.

Key Readings:

Césaire, A Discourse on Colonialism

James, CLR Nkrumah and the Ghana Revolution (Chapter 1)

Week 8. Explaining 'Racial Hatred': Anti-Semitism and the Holocaust

Just as racial ideologies informed and justified the Atlantic slave trade, their re-articulation within the framework of anti-Semitism and a racialized science of eugenics was a central facet of the Holocaust in Nazi Germany. In this session we will engage various analyses of the form and function of 'race' in explanations of the 'Final Solution'. We will explore a series of influential hypotheses from the Holocaust as exemplifying the amoral 'instrumental rationality' characteristic of Western modernity, to demonstrating an irrational and 'banal' expression of 'evil', and the apogee of technical-industrial state efficiency. Building on the previous week's session, we will examine how the ideology of 'race' – in this instance presented as a natural issue of 'hygiene' – functions in the expression of 'hatred' as well as economic exploitation and reflect on the work 'race' performs at a deeply symbolic level to instil deep beliefs and attitudes.

Key Reading

Bauman, Z. (1991) *Modernity and the Holocaust*, Cambridge: Polity. (Ch. 4)

Recommended Reading

Mosse, G. (2000) 'The Jews: Myth and Counter-Myth' in L. Back & J. Solomos (eds.) *Theories of Race and Racism*, London: Routledge.

Further Reading

Adorno, T.W. & Horkheimer, M. (1997) *Dialectic of Enlightenment*, London: Verso.

Amery, J. (1998) *At the Mind's Limits: Contemplations by a Survivor on Auschwitz and Its Realities*, Bloomington: Indiana University Press.

Arendt, H. (1973) *The Origins of Totalitarianism*, New York: Harcourt Brace.

Arendt, H. (1994) *Eichmann in Jerusalem: A Report On the Banality of Evil*, London: Penguin.

Brustein, W. (2003) *Roots of Hate: Anti-Semitism in Europe before the Holocaust*, Cambridge: Cambridge University Press.

Cotkin, G. (2007) 'Illuminating Evil: Hannah Arendt and Moral History', *Modern intellectual History*, 4(3): 463-490.

Freud, S. (1963) *Civilization and Its Discontents*, London: Hogarth Press.

Hannaford, I. (1996) *Race: The History of An Idea in The West*, Washington, D.C./Baltimore, MD: Woodrow Wilson Center Press/Johns Hopkins University Press. (Esp. Chapter 9)

Howes, D.E. (2008) "'Consider If This Is A Person": Primo Levi, Hannah Arendt, And The Political Significance of Auschwitz', *Holocaust And Genocide Studies* 22(2): 266-292.

Judaken, J. (1999) 'The Queer Jew: Gender, Sexuality and Jean-Paul Sartre's Anti-Semitism', *Patterns of Prejudice* 33 (3): 45-63.

Levi, P. (1989) *The Drowned and the Saved*, London: Abacus.

Malik, K. (1996) *The Meaning of Race: Race, History and Culture in Western Society*, Basingstoke: Macmillan.

Memmi, A. (2000) *Racism*, Minneapolis: University of Minnesota Press.

Mosse, G. (1978) *Toward The Final Solution: A History of European Racism*, London: Dent.

Pichot, A. (2009) *The Pure Society: From Darwin to Hitler*, London: Verso.

Sartre, J-P. (1948) *Anti-Semite and Jew: An Exploration of The Etiology of Hate*, New York: Schocken Books.

Todorov, T. (1996) *Facing the Extreme: Moral Life in the Concentration Camps*, New York:

Section 4: Race, Biology and Racism from the 18th to the 21st century

Week 9 Naturalizing Inequality: Race Science and Scientific Racism

Instead of the impressionistic basis typical within early notions of 'race', later approaches sought to develop a less speculative account. This is typified within forms of racial measurement and taxonomy popularized during the 19th century later referred to as 'scientific racism'. In this session we will consider the effect that the 'respectable' veneer of scientific investigation had on the project of achieving 'racial understanding'. We will also consider the extent to which these putatively 'scientific' ideas remain invested in existing racial myths and beliefs and depart from as well as embody the accepted protocols of scientific investigation.

Key Reading

Alland, A. (2004) *Race in Mind: Race, IQ, And Other Racisms*, Basingstoke: Palgrave Macmillan. (Chapter 3)

Recommended Reading

Banton, M. (1997) *Racial Theories* (2nd edition), Cambridge: Cambridge University Press. (Chapter 3)
Gould, S.J. (1984) *The Mismeasure of Man*, Harmondsworth: Penguin. (Ch. 2)

Further Reading

Augstein, H. (ed.) (1996) *Race: The Origins of an Idea, 1760 – 1850*, Bristol: Thoemmes Press.
Bolt, C. (1971) *Victorian Attitudes to Race*, London: Routledge & Kegan Paul.
Bulmer, M. & Solomos, J. (eds.) (1999) *Racism*, Oxford: Oxford University Press. (Especially Chapters by Biddiss, Horsman & Poliakov)
Gobineau, A. (1967) *The inequality of Human Races*, New York: Howard Fertig.
Hannaford, I. (1996) *Race: The History of An Idea in The West*, Washington, D.C./Baltimore, MD: Woodrow Wilson Center Press/Johns Hopkins University Press. (Chapters 9 & 10).
Lorimer, D.A. (1978) *Colour, Class, and the Victorians: English Attitudes to the Negro in the Mid-Nineteenth Century*, Leicester: Leicester University Press.
Malik, K. (1996) *The Meaning of Race: Race, History and Culture in Western Society*, Basingstoke: Macmillan. (Chapter 4)
Niro, B. (2003) *Race*, Basingstoke: Palgrave Macmillan.
Stepan, N. (1982) *The Idea of Race in Science: Great Britain 1800-1960*, London: Macmillan.
Stocking, G.W. (1982) *Race, Culture and Evolution: Essays in the History of Anthropology*, Chicago: University of Chicago Press. (Chapter 3)
Todorov, T. (1994) *On Human Diversity: Nationalism, Racism and Exoticism in French Thought*, Cambridge, MA: Harvard University Press.
Zack, N. (1996) *Bachelors of Science: Seventeenth-Century Identity, Then and Now*, Philadelphia: Temple University Press.
Zack, N. (2002) *Philosophy of Science and Race*, London: Routledge.

Week 10: The Return of Racial Science: Natural Athleticism

Many contemporary commentators have considered the relationship between race, biology and athletic ability; for example as a means to explain the recent combination of men's sprinting and long distance running by black athletes. These sessions will introduce and examine competing biological, biocultural and social explanations of the relationship between race and athletic ability. We will also examine why these debates have attracted such fierce controversy and consider the relationship between the history of racial science and contemporary scientific descriptions, explanations, and evaluations of racial variation and capacity. This will form a basis for critically assessing the social and ethical implications of these arguments.

Key reading

St Louis, B (2003) "Sport, Genetics and the 'Natural Athlete'"

St Louis, B (2004) Sport and common-sense racial science, *Leisure Studies*, 23:1, 31-46, DOI: [10.1080/0261436042000182308](https://doi.org/10.1080/0261436042000182308)

Recommended reading

Burfoot, A. "African Speed, African Endurance"

Entine, J. (2000) *Taboo* (Chapter 3, 4 &5) & "The Straw Man of Race"

Kohn, M. (1996) *The Race Gallery* (Chapter 4)

Fleming, "Racial Science and South Asian and Black Physicality"

Hoberman, J. 'Theories of Racial Aptitude' (Chapter 14) in *Darwin's Athletes*

Further Reading

Aspinall, P.J. (2013) 'When Is The Use of Race/Ethnicity Appropriate in Risk Assessment Tools For Preconceptual Or Antenatal Genetic Screening And How Should It Be Used?', *Sociology*, 47(5): 957-975.

Fleming, S. (2001) 'Racial Science and South Asian and Black Physicality' in B. Carrington & I. McDonald (eds.) 'Race', *Sport and British Society*, London: Routledge.

Graves, J.L. (2001) *The Emperor's New Clothes: Biological Theories of Race at the Millennium*, New Brunswick: Rutgers University Press.

Jones, S. (1993) *Language of the Genes: Biology, History and the Evolutionary Future*, London: HarperCollins.

Kohn, M. (1996) *The Race Gallery: The Return of Racial Science*, London: Vintage.

Malik, K. (2008) *Strange Fruit: Why Both Sides Are Wrong in the Race Debate*, Oxford: Oneworld.

Reardon, J. (2005) *Race to the Finish: Identity and Governance in an Age of Genomics*, Princeton: Princeton University Press.

Roberts, D. (2011) *Fatal Invention: How Science, Politics And Big Business Re-Crete Race in The Twenty-First Century*, New York: New Press.

Rose, N. (2007) *The Politics of Life Itself: Biomedicine, Power, and Subjectivity in the Twenty-First Century*, Princeton: Princeton University Press. (Esp. Chapter 6)

D. (2013) "'The NDNAD Has No Ability in Itself To Be Discriminatory': Ethnicity And The Governance of The UK National DNA Database', *Sociology*, 47(5): 976-992.

Section 5: The Cultural Politics of Race: Oppression and Resistance

Week 11: Orientalism

The European experience of colonialism had a significant, if often overlooked influence on the development of social thought: indigenous peoples were defined as 'uncivilised', while the West defined itself as 'civilised' and 'modern'. This set the terms through which 'others' could be ruled and dominated in colonial relations. In this lecture we will consider this relationship in Said's analysis of 'Orientalism' that draws on Foucault's 'analytics of power' and explore some crucial questions: What does it mean to refer to the 'Orient' and 'Oriental'? How are power/knowledge linked? What relationships of power/knowledge does Said's analysis illuminate?

Key reading:

Said, E.W. (1978) *Orientalism*. Harmondsworth. ('Imaginative Geography and Its Representations: Orientalizing the Oriental', pp. 49-72).

Further Reading

Childs, P. and Williams, P. (1997) (eds) *An Introduction to Post-Colonial Theory* London: Prentice Hall (Especially Ch. 3)

McLeod, J. (2000) *Beginning Postcolonialism* Manchester: Manchester University Press. (Especially Ch. 2)

Jordan, G. and Weedon, C. (1995) (eds) *Cultural Politics* Oxford: Blackwell Ch. 9

Said, E. (1993) *Culture and Imperialism* London: Chatto and Windus Ch. 4

Said, E. (2002) 'In conversation with Neeladri Bhattacharya, Suvir Kaul and Ania Loomba' in D. Goldberg and A. Quayson (eds) *Relocating Postcolonialism* Oxford: Blackwell

Williams, P. and Chrisman, L. (1994) (eds) *Colonial Discourse and Post-Colonial Theory: A Reader* New York: Columbia University Press. Ch.s 6 & 7

Young, R. (2001) *Postcolonialism: an Historical Introduction* Oxford: Blackwell. Ch.s 26 & 27

Clifford, J. (1988) *The Predicament of Culture*, chapter 'On Orientalism'.

Foucault, M 'Two Lectures' in i) *Power/Knowledge* (1980) (edited by C. Gordon). Harvester Press: Brighton; ii) (extract) S. Lukes (1986) (ed) *Power* Oxford: Basil Blackwell.

Foucault, M 'Truth and Power' in: i) *Power/Knowledge* (1980) (edited by C. Gordon). Brighton: Harvester Press; ii) *Power* (edited by J. Faubion) (2000) London: Allen Lane, The Penguin Press. iii) (extract) P. Rabinow (ed) (1984) *The Foucault Reader*. Harmondsworth: Penguin.

Foucault, M. (1981) *The History of Sexuality: an introduction* Harmondsworth: Penguin. (especially Part 4, ch. 2 'Method')

Foucault, M. 'The Subject and Power' in i) H. Dreyfus and P. Rabinow (1984) *Michel Foucault: Beyond Structuralism and Hermeneutics* London: Harvester; ii) K. Nash (2000) (ed) *Readings in Contemporary Political Sociology* Oxford: Blackwell; iii) *Power* (edited by J. Faubion) (2000) London: Allen Lane, The Penguin Press.

Danaher, et al (2000) *Understanding Foucault*. London: Sage. Part One: chapter on 'Discourses and Institutions' and Part Two: chapter on 'Power'

Week 12: Stuart Hall on “Blackness” and “New Ethnicities”

In this session we will consider the work of Stuart Hall and in particular his insistence on recognizing the complex formation of blackness. We will examine his critique of orthodox notions of a unitary black racial identity and cultural formation that interrogates the assumption of blackness as inherently progressive given the dominating social structures of anti-black racism it emerges within. As such we will consider his critical assessment of some ideal-typical understandings of black culture as reified and his emphasis on the need to end essentialized notions of the oppressed black racial subject that depend on its construction as “innocent”.

Key Readings:

Film Screening: “Race: The Floating Signifier”

Hall, “New Ethnicities” & “What is this ‘black’ in black popular culture”

Week 13: bell hooks on Race / Class / Gender and Cultural Politics

This session concentrates on the work of bell hooks and her assertion of the necessity to articulate understandings of racialization and racism with a critique of capitalism and patriarchy. We will also examine her assertion of the need to examine popular cultural production as a site for the social reproduction of gendered, racial, and class stratification.

Key Readings:

Screening: “Cultural Criticism and Transformation”

Hooks, Feminist Theory Chapter 1, 2 & 3 & “Introduction” & “The Oppositional Gaze” in BlackLooks

Section 6: Wither Race?: Critiques of Race and Possible post-racial Futures?

Week 14: Race Traitors, the Critique and Rejection of Whiteness

This history of race relations as a field of academic study is largely the study of ‘racial problems’ that emerge when ‘racial groups’ engage with a ‘majority society’. More recently work has demonstrated the implicit lines of racialization and non-racialization in this paradigm. ‘Racial groups’ are usually ‘people of color’ while the ‘majority’ is not presented as racial they are just simply themselves. As such whiteness has become normative and eluded scrutiny and apprehension. This week looks at the study of whiteness in contrast with whiteness studies. This project seeks to de-stabilize the salience of the category. We will look at the most strident of these critiques, the self-styled ‘race traitors’, who advocate the abolition of the white race under the slogan: ‘treason to whiteness is loyalty to humanity’.

Key Readings:

Sleeter ‘White Silence, White Solidarity’

Ignatiev, and Garvey ‘Abolish the White Race By Any Means Necessary’ and When Does the Unreasonable Act Make Sense

Field, Whiteness Racism and Identity

Dyer, R White (Ch.1)

Symposium, Whither Whiteness in Souls

Ch. 15: Post-racialism?: Humanism and Cosmopolitanism

As we have seen throughout the course race is a problematic analytical concept that should not be used because of its inaccuracy. Recent debates have expanded this discussion into a moral critique of race. In this session we will consider the arguments of those who advance ethical and moral critiques of race 'scripted racial identities' that restrict individuality and the inability of race to do anything other than reinforce embittered distinctions between racial groups. We will evaluate the support advanced here for a cosmopolitan form of identity and society that refers to cultural differences and connections within a common humanity.

Key Readings

Appiah Race, Culture Identity Ch. 2

Blum, I'm not a Racist But (Ch. 9)

Eze Achieving our Humanity Ch. 6

Gilroy Race Ends Here

Hill Becoming Cosmopolitan (Ch. 1)

St Louis, Brett . 2015. **Can race be eradicated? The postracial problematic.** In: Karim Murji and John Solomos, eds. Theories of Race and Ethnicity: Contemporary Debates and Perspectives. Cambridge: Cambridge University

St Louis, Brett (2002) Post-race/post-politics? Activist-intellectualism and thereification of race, Ethnic and Racial Studies, 25:4, 652-675, DOI: 10.1080/01419870220136673

Calendar Notes

- Spring break planned from April 11 – April 18.
- Completion week is from May 16 through May 20. Students are required to be on campus during completion week.
- Classes missed due to federal holidays will not be rescheduled. Classes missed due to conferences or due to illness (of the professor) are rescheduled.