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Course Syllabus:
SOCI 3314 [01], CRN #50107
“Race and Ethnicity in
World Historical Perspective”
Classroom: SO 2031, M/T/W/R/F, 6:00 – 10:15pm
Kennesaw State University
Summer – Maymester – 2017

Course Description

This course is designed to introduce students to the issues of race and ethnicity in United States and world history and culture. The syllabus will cover the origins of modern race and its history until the Civil Rights Movement, including the genocide of the Americas and dispossession of First Nations/Native American Peoples, and the European (so-called African) slave trade. We will also concentrate on the present state of race and ethnicity in the United States of America, with an emphasis on specific communities: African American, Latino, Asian American, American Indian, and White. While time will be accorded to each of these groups, which are themselves internally complex, we also emphasize that these communities are not necessarily discrete and individuals often live within two *or more* of these categories at the same time. Race and ethnicity will be shown to be social constructions that arose strictly within the context of Modernity, i.e.: the past 500 years. We will trace the contemporary construction of race to its modern early colonial origins 500 years ago, and trace ethnicity to its modern late colonial origins c. 200 years ago. We will combine both individual and structural levels of analysis, and epistemological and political economic frameworks throughout our work this semester.

Course Strategies and Methods

This course will be based upon *critical readings* by the students each day, and *critical discussions* in the classroom. Participation in the daily conversations is therefore mandatory, as is preparation of the assigned readings *before* each class. Occasional documentaries, news and mass media items and current events will supplement this

baseline. *This is an experiential, dialogical, critical theory course.* The course will create and maintain a **safe environment** for discussing and exchanging views on these often-controversial subjects. The more fully students engage the material, think it through, and put it into practice in their everyday lives, the more successful the class will be. Group participation in discussions will be the centerpiece of this course.

Goals: AADS 3314, Race and Ethnicity

- 1) Identify and apply interdisciplinary perspectives to study the history and sociology of race and ethnicity, in the US and globally.
- 2) Describe and apply a 500-Year political economy and epistemology perspective to this subject.
- 3) Explain how and why racial and ethnic categories are socially constructed, and not natural, biological, essential, or universal.
- 4) Identify the nature of social power relations and deconstruct processes of equalizing that obfuscate power dynamics.
- 5) Analyze whiteness as an identity, and issues of over-representation alongside issues of under-representation.
- 6) Identify white privilege and its many manifestations, and what can be done to transform unearned privileges.
- 7) Identify the epistemological origins and structures of Self/Other relational identity formation processes in Modernity, and analyze critiques and alternatives to this dynamic.
- 8) Critically discuss as a group how these theoretical and socio-historical issues, and accumulated knowledge across the course of the semester, impacts each of our lives, and what potentials exist for transformative consciousness raising and renewed/deepened community engagement.
- 9) Analyze the mainstream and alternative media as they engage, shape, frame, relate, suppress, amplify and otherwise engage contemporary societal issues of race and ethnicity.

Required Texts

This course has no general textbook, but instead uses a collection of short essays, articles, newspaper stories, and other documents from a variety of disciplines, eras and writing styles – readings as diverse and complex as our subject. For purposes of informed critical readings, it is **required** that each student have their own “hard copy” of each text, so that you can underline, highlight, and write margin comments while reading, and then be more prepared in class to 1) discuss the central themes in class discussions, and 2) extract the major themes etc., for purposes of assignment completion. In class, we will discuss techniques for “gutting” a text, something everyone is expected to do before each class.

Attendance Policy

Attendance in all classes is absolutely mandatory and will be excused only in serious circumstances. This is because of the responsibility shared by all students to make each class session productive by coming prepared to contribute by transforming your reading and analysis into critical discussion. It is possible to make up missed readings but spontaneous discussions and participation cannot be reproduced. Missing a class

therefore hurts the students and detracts from overall class engagement by all students. Punctuality is also necessary because we have limited meeting times each week and limited time within these meetings to get things done, such as viewing movies, hearing presentations etc., and we cannot get started late.

Writing Assistance

Writing is a key component of academic thinking and expression, and all students are strongly encouraged to work on their writing skills via the written assignments of this course. The KSU Writing Center is a free service offered to all KSU students. Experienced writing assistants work with you throughout the writing process (on concerns such as topic development, revision, research, documentation, grammar, and mechanics) although assistants cannot edit or proofread your paper for you. Appointments are strongly encouraged. For more information or an appointment, visit www.kennesaw.edu/english/WritingCenter, or stop by Room 242 in the English Building.

Course Assignments

1. Participation Requirement

It is required that students participate in the discussion each day. The format of the course is based upon small lectures and guided daily discussion themes. The bulk of our time will be spent in discussion of the readings, media and personal observations. **30%** of your grade will be determined by class participation as a measure of individual work on the readings and assignments. A good idea is to make a list of questions, during and after reading the day's assignments, about anything that comes to mind, whether mechanical, grammatical, or content/analytical, so that in class you will have questions ready to enter the discussion with, and if called on these will also be ready. Students with any medical considerations or limitations which might affect their participation, can and should bring these to the instructor's attention during office hours, within the first two days of the course.

2. Daily Synopsis/Reaction Papers.

Starting on the 2nd day of class, students will read the assigned items *before* class each day, and then write a short 1-2-page synopsis/reaction paper covering the readings for that day. That is: One short 1-2-page paper for all the combined readings that day, not 1 paper for each of that day's readings. So, at the end of the semester students will have turned in 9 1-page papers, one for each day we have assigned readings. These short papers will be typed and double-spaced, 12 point Times roman font, with 1-1.5 inch margins, and can be presented in either paragraph or bullet format, or a mixture. Half of the paper should be a summary of the readings for that day, identifying the main points, and half a reaction to the readings, combining opinion and analysis. If you need to go over the 1 page limit, this is fine, but keep it under 2 pages maximum. These will be *due each day in class, with final submissions on the final day of class, May 26th.*

Grading Formula

1. 30% Participation
2. 70% Daily Review Papers

Academic Integrity/Code of Conduct

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious or intentional misuse of computer facilities and/or service, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

WEEKLY READING/CLASS SCHEDULE:

Monday, May 15

Day One: Introduction and Overview

- Course/Syllabus Overview, Readings, Assignments, Logistics, and Introduction to Course Theory and Perspectives
- Group Introductions
- Intentions
- Intro Lecture, Part I: "A 500-Year, Epistemological/Political-Economic World-Historical Perspective to Questions of Race and Modern Identity"

Tuesday, May 16

Day Two: Indigenous Genocide and the Origins of Modern Racial Coordinates: Self/Other Relations, the Human Rights Concept and the Rise of Europe

- Intro Lecture, Part II: "A 500-Year, Epistemological/Political-Economic World-Historical Perspective to Questions of Race and Modern Identity"

Ella Shohat, "Rethinking Jews and Muslims: Quincentennial Reflections," *Middle East Report*, September-October, 1992, pp. 25-27 [pp. 27-29 are optional]. *Access online at KSU Library*: <http://www.jstor.org.proxy.kennesaw.edu/stable/3012984>

Howard Zinn, "Drawing the Color Line," in: Rethinking the Color Line: Readings in Race and Ethnicity, Charles A. Gallagher, Boston: McGraw Hill, 2007, pp. 9-21, www.historyisaweapon.com/defcon1/zinncolorline.html.

Mark Roth, "Real Pirates Bore Little Resemblance To The Legends, Pitt Scholar Says," *Pittsburgh Post-Gazette*, Sunday, July 23, 2006, <http://www.post-gazette.com/life/lifestyle/2006/07/23/Real-pirates-bore-little-resemblance-to-the-legends-Pitt-scholar-says/stories/200607230142>

Claudine Zap, "President Obama related to country's first enslaved man," *The Lookout*, A YNews (Yahoo News) Blog, July 30, 2012, [president-obama-related-country-first-enslaved-man](http://www.the-lookout.com/2012/07/30/president-obama-related-country-first-enslaved-man)

Dylan Matthews, "The Black/White Marijuana Arrest Gap, in Nine Charts," *Washington Post*, Wonkblog, June 4, 2013, <http://www.washingtonpost.com/blogs/wonkblog/wp/2013/06/04/the-blackwhite-marijuana-arrest-gap-in-nine-charts/>

And briefly review this essay, to elaborate on classroom discussion:

Lewis Hanke, "More Heat and Some Light on the Spanish Struggle for Justice in the Conquest of America," *The Hispanic American Historical Review*, Vol. 44, No. 3 (Aug., 1964), pp. 293-340. Published by: Duke University Press. *Access online at KSU Library*: <http://www.jstor.org/stable/2511855>.

Film: *The Mission*

Wednesday, May 17

Day 3: Trans-Atlantic Chattel Slavery and the Rise of the Modern Capitalist World System:

Winona LaDuke, "We are still here: The 500 Years Celebration," *Race, Poverty & the Environment*, Vol. 3, No. 3, Special Issue Native Nations in 1992: 500 Years of Cultural Survival (Fall 1992), pp. 3, 20-21, <http://www.jstor.org/stable/41554073>

Stephen Jay Gould, Morton's Ranking of Races by Cranial Capacity, *Science*, New Series, Vol. 200, No. 4341 (May 5, 1978), pp. 503-509. <http://www.jstor.org/stable/1746562>.

Suzanne Daley, "[Exploited in Life and Death, South African to Go Home](#)," *New York Times* A4, January 30, 2002:

Jim Avila, Elizabeth Tribolet, Chris Francescni, "[Hate Makes a Comeback: Groups Like the Ku Klux Klan and Neo-Nazis Target Mexican Immigrants](#)," *ABC News*, Law & Justice Unit, May 1, 2007.

Jeremy Redmon, "Georgia Restaurants Report Labor Shortages After Passage of Anti-Illegal Immigration Law," *The Atlanta Journal-Constitution*, July 20, 2011, [georgia-restaurants-report-labor-shortage](#).

Recommended:

Dubois, W. E. B., "The Rape of Africa," in: [The World and Africa](#), 1946. [Cheap copies available on Amazon, this is a classic of Pan-African scholarship]

Stephen Jay Gould, 1981, [The Mismeasure of Man](#), New York: W. W. Norton and Co., pp.: 30-50, and 69-72.

Film: *Sankofa* [Or: *Ida B. Wells: Passion for Justice*, and/or *Fundi*]

Thursday May 18

Day 4: Local Histories, Groundings Methodology, and the truths of Lynching in the US

Ashraf Rushdy, "Exquisite Corpse," *Transition* (83), 2000, pp. 70-77. [Access online at KSU Library]

Ida B. Wells, "Lynch Law in Georgia, Chapter 2: Tortured and Burned Alive," <http://hierographics.tripod.com/IdaBWells-Barnett/LynchLawinGeorgia.html> -- THEN, scroll down through Chapter I until you get to Chapter II...

Corra Harris, "A Southern Woman's View," *The Independent*, 1898, p. 1354-1355. Click on: [Corra Harris - A Southern Woman's View](#) -- THEN, scroll down to: page 1354, where you will find H. L. [Corra] Harris's article. Below this is the DuBois article:

W. E. B. DuBois, "The Negro and Crime," *The Independent*, 1898, p. 1355-1257. [DuBois - The Negro and Crime](#)

The Newest Lynching Study, with GA and County Level Specificity:

<http://www.eji.org/lynchinginamerica/>
<http://www.eji.org/files/EJI%20Lynching%20in%20America%20SUMMARY.pdf>
<http://www.ajc.com/news/news/eji-report-georgia-southern-lynchings/nj7yN/>
<http://www.eji.org/files/Lynching%20in%20America%20SUPPLEMENT%20By%20County.pdf>

Film: *The Language You Cry In*

Film: *La Operacion*

Friday May 19

Day 5: Jim Crow [US Apartheid], Structural Inequalities and the Global Anti-Colonial/Civil Rights Context of Martin Luther King Jr. and Malcolm X: Global Social Movements and The Power of Economic Withdrawal

Richard Wright, "The Ethics of Living Jim Crow," in: Abraham Chapman (ed.), Black Voices, 1968; original from: <http://newdeal.feri.org/fwp/fwp03.htm>.

Paula Giddings, "Missing in Action: Ida B. Wells, the NAACP, and the Historical Record," *Meridians*, Vol. 1, No. 2 (Spring, 2001), pp. 1-17, Indiana University Press, <http://www.jstor.org/stable/40338447>

Martin Luther King, "Let My People Go," *Africa Today*, Vol. 12, No. 10 (Dec., 1965), pp. 9-11. <http://www.jstor.org/stable/4184679>.

Kevin Sack and Emily Yellin, "[Dr. King's Slaying Finally Draws a Jury Verdict, but to Little Effect](#)," *New York Times* A1, A26, December 10, 1999.

James W. Loewen, "Lies and American History: AN INTERVIEW WITH JAMES W. LOEWEN," Joan Richardson, *The Phi Delta Kappan*, Vol. 91, No. 7 (APRIL 2010), pp. 17-22. <http://www.jstor.org.proxy.kennesaw.edu/stable/pdf/25655235.pdf>

Drew Griffin and Scott Bronstein, "[Video shows white teens driving over, killing black man, says DA](#)," *CNN Special Investigations*, AC360, August 8, 2011.

Recommended further reading:

Martin Luther King Jr., "I See the Promised Land," in: A Testament of Hope: The Writings and Speeches of Martin Luther King, Jr., James M. Washington (ed.), 1986.

Malcolm X, "1964-1965: Fighting on Three Fronts," in: Malcolm X: Make It Plain, William Strickland, et al., New York: Penguin, 1994.

Paula Giddings, Ida, A Sword Among Lions: Ida B. Wells and the Campaign Against Lynching, New York: Amistad, 2009.

Fannie Lou Hamer, in: My Soul Was Rested: Movement Days in the Deep South Remembered, Howell Raines (ed.), 1977.

James W. Loewen, "The Nadir: Incubator of Sundown Towns," in: Sundown Towns: A Hidden Dimension of American Racism, New York: New Press, 2005, pp. 24-44.

Raymond A. Mohl, "Planned Destruction: The Interstates and Central City Housing," in: John Bauman et al. (eds.), American Housing Policy, Penn State University Press, 1999.

Film: *Ancestors in the Americas*

Monday May 22

**Day 6: Whiteness and the Centrality of the Self/Other Formulation in Modernity:
From Individual to Institutional Levels of Analysis**

Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies," in: Race, Class, and Gender, Margaret L. Andersen and Patricia Hill Collins (eds.), Belmont: Wadsworth Publishing Company, 1998, [pp. 94-105].

James Baldwin, "Blacks and Jews," *The Black Scholar*, Vol. 19, No. 6, 1988 (November/December 1988), pp. 3-15, Taylor & Francis, Ltd., <http://www.jstor.org/stable/41067591>.

George Lipsitz, "The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies," *American Quarterly*, Vol. 47, No. 3, (Sep., 1995), pp. 369-387. <http://www.jstor.org.proxy.kennesaw.edu/stable/2713291>

Jonathan Kozol, "Our Educational Apartheid," *Race, Poverty & the Environment*, Vol. 15, No. 2, Race and Regionalism (Fall 2008), pp. 67-69, JSTOR, <http://www.jstor.org.proxy.kennesaw.edu/stable/41554625>

Dana Goldstein, "One Reason School Segregation Persists: White Parents Want It That Way," *Slate*, July 15, 2016. http://www.slate.com/articles/life/education/2016/07/when_white_parents_have_a_choice_they_choose_segregated_schools.html

Recommended:

James Baldwin, "On Being White and Other Lies," *Essence*, 1984.

Film: *Lumumba*

Tuesday May 23

**Day 7: Race at the Intersections, Since the 1960s: Sociology, 3rd Wave Feminism,
and Critical Race Theory**

Audre Lorde, "Age, Race, Class and Sex: Women Redefining Difference," in: Sister Outsider, Freedom, CA: The Crossing Press, 1984, pp. 114-123. <http://www.socialism.com/drupal-6.8/sites/all/pdf/class/Lorde-Age%20Race%20Class%20and%20Sex.pdf>

Gloria Yamato, "Something About the Subject Makes it Hard to Name," in: Gloria Anzaldúa (ed.), Making Face, Making Soul, [pp. 20-24]. https://queertheories.files.wordpress.com/2012/01/yamato_somethingaboutthesubjectmakesithardtoname.pdf

Mitsuye Yamada, "Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman," [pp. 35-40], in: This Bridge Called My Back: Writings By Radical Women of Color, Cherrie Moraga and Gloria Anzaldua, (eds.), 1981.
<http://hamtramckfreeschool.files.wordpress.com/2014/05/yamada-invisibility.pdf>

Recommended:

Lani Guinier and Gerald Torres, "The Ideology of Colorblindness," in: Rethinking the Color Line: Readings in Race and Ethnicity, Charles A. Gallagher, Boston: McGraw Hill, 2007, pp. 143-149.

Elizabeth Martinez, "Introduction," in: De Colores Means All Of Us: Latina Views for a Multi-Colored Century, Boston: Southend Press, 1998.

Film: *Edward Said on Orientalism*

Film: *Slingshot Hip Hop*

Wednesday May 24

Day 8: Constructions of Ethnicity and Identity, and Structures of Economic Inequality

Archie Mafeje, "The Ideology of Tribalism," *Journal of Modern African Studies* 9(2), 1971: 253-261. Access online at KSU Library:
<http://www.jstor.org.proxy.kennesaw.edu/stable/159443>.

Stephen Steinberg, "Decolonizing Sociology: Since Its Inception, Sociologists Have Unconsciously Practiced A White Sociology," Stanford University Press Blog, August 15, 2016. <http://stanfordpress.typepad.com/blog/2016/08/decolonizing-sociology.html>.

Melvin L. Oliver and Thomas M. Shapiro, "Wealth of a Nation: A Reassessment of Asset Inequality in America Shows at Least One Third of Households Are Asset-Poor," *The American Journal of Economics and Sociology*, Vol. 49, No. 2 (Apr., 1990), pp. 129-151, <http://www.jstor.org/stable/3487427>.

Roderick Harrison, "Wealth Gap Between Minorities and White Americans Doubles After Housing Crisis, Recession," interviewed on: *Democracy Now! The War and Peace Report*, [wealth_gap_between_minorities_and_whites](http://www.democracynow.org/2011/07/28/wealth_gap_between_minorities_and_whites), July 28, 2011.

And the research this report was based on:

"Twenty-to-One: Wealth Gaps Rise to Record Highs Between Whites, Blacks and Hispanics," Pew Research Center: Social and Demographic Trends, July 26, 2011, [pewsocialtrends](http://www.pewsocialtrends.org).

Recommended:

Leslie Marmon Silko, "Fences Against Freedom," in: Yellow Woman and a Beauty of the Spirit, New York: Touchstone, 1997, pp. 100-114.

Ronald H. Bayor, "City Building and Racial Patterns," in: Race and the Shaping of Twentieth Century America, North Carolina University Press, 1996.

Film: *Negroes with Guns: Rob Williams and Black Power*

Thursday May 25

Day 9: Race, Ethnicity and Criminalization: From 'the Fact of Blackness' to the Growth of the Prison-Industrial-Complex

Sylvia Wynter, "No Humans Involved: An Open Letter to My Colleagues," *Forum NHI: Knowledge for the 21st Century* 1(1), FALL 1994.

<http://carmenkynard.org/wp-content/uploads/2013/07/No-Humans-Involved-An-Open-Letter-to-My-Colleagues-by-SYLVIA-WYNTER.pdf>

Angela Y. Davis and Dylan Rodriguez, "The Challenge of Prison Abolition: A Conversation," *Social Justice*, Vol. 27, No. 3 (81), Critical Resistance to the Prison-Industrial Complex (Fall 2000), pp. 212-218, Social Justice/Global Options, <http://www.jstor.org/stable/29767244>

Mariela Santos-Muniz, "Like Father, Like Son: Carmelo Anthony Follows in the Footsteps of His Father's Young Lords Activism," *Remezcla*, July 13, 2016. <http://remezcla.com/features/sports/carmelo-anthony-social-activism-family/>

Anika Anand, "Customer Tries To Cash Bank Check, Ends Up In Jail: Chase Issues Apology For Unfounded Suspicions Over Its Own Cashier's Check," *MSNBC, MSN.com*, 7/12/2011, [customer-tries-cash-bank-check-ends-jail](http://www.msnbc.com/news/customer-tries-cash-bank-check-ends-jail).

Illinois House of Representatives, Testimony of Richard C. Dieter, Esq. Executive Director, Death Penalty Information Center Washington, DC, September 15, 1999, <http://www.deathpenaltyinfo.org>.

Recommended:

Frantz Fanon, Black Skins, White Mask, 1967[1952], "The Fact of Blackness," [pp. 109-140].

Film: *The Black Power Mix Tape, 1967-1975*

Friday May 26

Day 10: Conclusions: Rethinking Western Epistemology in the Context of its Legacies and Projects for Justice in the Future

James Cox, "Reparation Activist: 'We're Still Living with the Vestiges of Slavery'," *USA Today*, Wednesday, February 21, 2002: A8, A9.

Last Day of Classes

*** Final Papers Due