

# ***RACEMAKING & RESISTANCE***

**Laleh Behbehanian, Ph.D.**

**Monday/Wednesday 5:00–6:30**

(20 Social Sciences Building)

**Mailbox:** 410 Social Sciences Building

**Office Hours:** Monday/Thursday 3:30-4:30

**Email:** lalehb@berkeley.edu

(434 Social Sciences Building)

This course provides students with an introduction to a wide range of scholarship on race and ethnicity. We explore different approaches to the sociohistorical construction of race, with scholars variously emphasizing that race is historically constructed through a range of institutions, laws, policies, and technologies. In addition to these approaches that emphasize the construction of race through externally imposed forces, we explore how racial and ethnic identities are also forged through collective practices of resistance, solidarity, and community.

## **PART I:**

### ***Black & White:***

#### **Race, Slavery & Democracy in the US**

#### **8/25 Course Introduction: What is Race?**

Omi, Michael and Howard Winant. (2012) “Racial Formations” in *Rethinking the Color Line: Readings in Race and Ethnicity*. Sixth Edition. Ed. Charles Gallagher. Excerpt (Pp.20-24)

#### **8/30 *The Ideology of Race: Slavery & Democracy in the United States***

\*

Fields, Barbara Jeanne. (1990) “Slavery, Race and Ideology in the United States of America.” *New Left Review*, 181(1), 95-118. Excerpts (Pp.95-110; 112-115; 117; 118)

Fields, Barbara Jeanne. (2001) “Presentation given by historian Barbara J. Fields at a ‘School for the Producers of Race – The Power of an Illusion.’” *KQED*. Excerpt (Pp.1-2) ([https://www.pbs.org/race/000\\_About/002\\_04-background-02-02.htm](https://www.pbs.org/race/000_About/002_04-background-02-02.htm))

**9/1 Race-making Institutions: From Slavery to Mass Incarceration** \*

Wacquant, Loic. (2002) "From slavery to mass incarceration: Rethinking the 'race question' in the US." *New Left Review* 13: 41-60.

**9/6 No Class – University Holiday**

**9/8 Black Women, Slavery & Legacies of Resistance**

Davis, Angela. (1971) "Reflections on the Black Woman's Role in the Community of Slaves" *The Black Scholar* 3(4).

**9/13 Race as a Political Relation** \*

Olson, Joel. (2004) *The Abolition of White Democracy*. University of Minnesota Press. Excerpts of Intro and Ch.1. (Pp.xi-xii; xiv-xv; xvii-xxiv; 2-3; 9-17; 21-22; 30)

**9/15 The White Citizen** \*

Olson, *The Abolition of White Democracy*. Excerpts of Ch.2 & Ch.3 (Pp.31-32; 33-39; 40-41; 42-45; 53-57; 66; 71-74; 75-76)

**9/20 "I Am Not Your Negro" : The Abolition of Whiteness**

Olson, *The Abolition of White Democracy*. Excerpts of Ch.5 (Pp.126-129; 137-140; 142)

Baldwin, James. (1984) "On Being 'White' ...and Other Lies" in *Black on White: Black Writers on What it Means to Be White* Ed. David Roediger. (Pp.177-180)

In-class viewing of excerpt of "I Am Not Your Negro" (2016)

**9/22 The Racial Politics of Protection: Race, Gender & Citizenship** \*

Gamal, Fanna. (2016) "The Racial Politics of Protection: A Critical Race Examination of Police Militarization [notes]." *California Law Review* 4: 979 -1008. Excerpts (Pp.979-988; 1005-1006)

Arnold, Gretchen. (2019) "Neoliberalism's Assault on Women's Citizenship: The Case of Nuisance Laws and Intimate Partner Violence in the United States" *The Sociological Quarterly* 60(1): 71-93. Excerpts (Pp.71-77; 79-83)

**\*\*\*EXAM 1 Distributed**

**9/27** *Black Resistance, Black Community, Black Love, Black Joy...*

In-class viewing of *Summer of Soul* (2021)

**\*\*\*Exam 1 DUE 9/27**

**PART II:**  
***Racial Amalgamations:***  
**Immigration, Illegality & Panethnicity**

**9/29** *Immigration Law & the Amalgamation of a White Race* \*

Ngai, Mae M. (2005) *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press. (Pp. xix; 1-4; 7-8; 17-29)

**10/4** *Asiatic Exclusion: The Racial Boundaries of Citizenship* \*

Ngai, *Impossible Subjects*. (Pp.37-51; 54-55)

**10/6** *The Legal Production of Mexican/Central American “Illegality”* \*

De Genova, Nicholas. (2014) “The Legal Production of Mexican/Migrant ‘Illegality’” in *Governing Immigration through Crime: A Reader*. Eds. Julie A. Dowling and Jonathan Xavier Inda. Stanford: Stanford University Press. Excerpts (Pp.41-47; 50)

Massey, Douglas. (2013) “Immigration Enforcement as a Race-Making Institution” in *Immigration, Poverty, and Socioeconomic Inequality* Eds. David Card and Steven Raphael. Stanford University Press. Excerpts (Pp.257-262; 266; 274-276)

**10/11** *NO CLASS – Indigenous Peoples’ Day*

**10/13** *Resistance, Solidarity & the Creation of Asian American & Latinx Panethnicity* \*

Espiritu, Yen Le. (2011) *Asian American Panethnicity: Bridging Institutions and Identities*. Temple University Press. Excerpts of Chapters 1 & 2 (Pp.1-3; 6-7; 19-20; 22-23; 25-27; 31-36; 42-45; 52)

[Today’s assignment continued on next page]

De Genova, Nicholas and Ana Ramos-Zayas. (2003) "Latino Racial Formations in the United States: An Introduction." *Journal of Latin American Anthropology* 8(2): 2-17. Excerpts (Pp.2-7; 10)

**10/18 *Unbecoming White: The Racialization of Arab, Muslim & South Asian Americans* \***

Cainkar, Louise. (2018) "Fluid Terror Threat: A Genealogy of the Racialization of Arab, Muslim, and South Asian Americans." *Amerasia Journal* 44(1): 27-59. Excerpts (Pp.27-33; 34-38; 41-44; 45; 46-50)

**10/20 *Racial Triangulation: Model Minority, Perpetual Foreigners* \***

Kim, Claire Jean. (1999) "The racial triangulation of Asian Americans." *Politics & Society*, 27(1), 105-138. Excerpts (Pp.105-113; 115; 116-121; 122-126; 129-130)

**10/25 *From Bi-Racial to Tri-racial: Honorary White & Collective Black***

Bonilla-Silva, Eduardo. (2004) "From bi-racial to tri-racial: Towards a new system of racial stratification in the USA." *Ethnic and racial studies*, 27(6): 931-950. Excerpts (Pp.931-942; 944)

Fields, Barbara Jean. (2003). "Of Rogues and Geldings." *The American Historical Review* 108(5): 1397-1405. Excerpts (Pp.1397-1401; 1405)

\*\*\*EXAM 2 Distributed

**10/27 *No Class – Exam 2***

\*\*\*EXAM 2 DUE 10/30

**PART III:**  
***The Racialization of Indigeneity:***  
**Settler Colonialism & the Logic of Elimination**

**11/1 *Settler Colonialism and the Racialization of Indigeneity* \***

Wolfe, Patrick. (2016) *Traces of History: Elementary Structures of Race*. Verso Books. Excerpt of Introduction. (Pp.1-9) [Today's assignment continued on next page]

Wolfe, Patrick. (2006) “Settler Colonialism and the Elimination of the Native.” *Journal of Genocide Research*, 8(4): 387-409. Excerpts (Pp.387-8; 390; 399-401; 404)

**11/3 *Indigenous Peoples’ History of the United States***

Dunbar-Ortiz, Roxanne. (2014). *An Indigenous Peoples' History of the United States*. Beacon Press. Excerpts (Pp.1-2; 32-36; 51-54; 56-62; 64-65; 79-80; 107-116; 235-236)

In-class viewing of *Exterminate all the Brutes: Who the fuck is Columbus* (2021)

**11/8 *The Structure of Settler Colonialism***

\*

Glenn, Evelyn Nakano. (2015) “Settler colonialism as structure: A framework for comparative studies of US race and gender formation.” *Sociology of Race and Ethnicity*, 1(1), 52-72. Excerpts (Pp.52; 53; 54-58; 59-60; 61-66; 67-68)

**11/10 *The Black Bosom & Red Borders of White Nationalism***

\*

De Genova, Nicholas. (2006) “Introduction: Latino and Asian racial formations at the frontiers of US nationalism.” In *Racial Transformations*. Duke University Press. Excerpt (Pp.1-15)

**11/15 *Mass Incarceration as a Settler Colonial Strategy of Elimination***

\*

Hernández, Kelly Lytle. (2017) *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965*. Chapel Hill: The University of North Carolina Press. Introduction (Pp.1-15)

In-class viewing of *Exterminate all the Brutes: The Bright Colors of Fascism* (2021)

**11/17 *Indigenous Relationality & Resistance***

Estes, Nick. (2019) *Our History is the Future: Standing Rock versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*. London: Verso, 2019. Excerpts (Pp.1-3; 8-10; 14-16; 25-28; 41; 57-63; 247-248; 252-257)

In-class viewing of excerpt of *Awake: A Dream from Standing Rock* (2017)

**11/22 *NO CLASS – RRR (Rest, Relax & Rejuvenate)***

\*There is no class today to allow for some much-deserved rest and rejuvenation. However, note that the reading assignment for the next class meeting (11/29) is a double assignment – it is twice

as much reading as usual, so be sure to allocate twice the amount of time to completing it (which will require doing so in more than one sitting).

**11/24 No Class – University Holiday**

**11/29 Whiteness as Property**

\*

Harris, Cheryl. (1993) “Whiteness as property.” *Harvard Law Review*, 1707-1791. Excerpts. (Pp.1709-1726; 1728-1729; 1731; 1736; 1740-1742; 1744-1748; 1749-1753; 1766-1773; 1787-1791)

\*As noted above, this assignment is twice the usual length and will require more time to complete. This reading is crucial for the conclusion of our class, and I would *strongly* suggest completing it before our class meeting.

**12/1 Looting & Liberation**

Osterweil, Vicky. (2020) *In Defense of Looting: A Riotous History of Uncivil Action*. New York: Bold Type Books. Excerpts (Pp.1-5; 15-16; 21; 35-40; 43-45; 56-62; 67-69)

**\*\*\*EXAM 3 Distributed**

**\*\*\*EXAM 3 DUE 12/13**

**GRADE DISTRIBUTION:**

20% Reading Responses

20% Exam 1 (Due 9/27)

25% Exam 2 (Due 10/30)

35% Exam 3 (Due 12/13)

*Students are expected to thoroughly and carefully read the course policies below.*

**ATTENDANCE:**

Class **attendance is mandatory** and lectures are structured to maximize student participation. Being present and actively participating in class is central to the learning process. Attendance will be taken at every class meeting and it is students’ responsibility to make sure that they have signed the attendance sheet.

Students are **allotted 4 absences** without penalty. Additional absences will result in a 1% deduction from the final grade for each absence beyond the allotted 4. This allotment is intended to cover *any and all illnesses or family and personal matters*, as well as to relieve me of the enormous administrative work of dealing with absence requests on an individual basis. Please **do not email** to notify me of or explain absences – the absence allotment is intended to accommodate for any/all reasons for missing class. Exceptions/accommodations to the attendance policy will only be made in situations of serious *extended* illness or severe crises and require submitting the relevant documentation, as well as a meeting with me to discuss the situation.

Class begins promptly at 10 minutes after the scheduled hour (5:10 pm). Please be **present on time** as late arrivals disrupt the class. Students are expected to remain in the classroom until the conclusion of the lecture. Students should **never leave class early** without discussing this with me prior.

## **REQUIRED READINGS:**

The primary work for this class is reading – this course requires extensive and careful reading. The assignments listed for each class meeting are to be read **prior** to that scheduled class. The expectation is that students allocate the necessary time to undertake a **thorough and careful reading**. The examinations for this course consist of take-home, open-book exams which you will have limited time to complete, and which will require extensive citation (in other words, your answers to the exam questions will require you to provide the corresponding page numbers from the text). Hence, keeping up with the readings and notetaking throughout the semester are crucial for performing well on exams.

All readings listed on the syllabus are included in the **course reader**, available at *Replica Digital Ink* (510 549-9991) at 2138 Oxford Street (by the Center Street entrance to campus). You must first purchase the reader on their website (<https://store.replicadigitalink.com/>), and then you'll have the option of picking it up or having it shipped to you.

All course readings are **also available on bCourses**. However, I strongly recommend that you utilize a course reader rather than these digital copies. Extensive research indicates that we learn and process information much more effectively with hard copies. The course reader will also prove highly advantageous for the exams (all your readings/notes will be organized and easily accessible).

Whether you choose to purchase the course reader or utilize the digital copies on bCourses, you are expected to **bring the assigned readings to every class** meeting.

## **READING GUIDES:**

Included in the course reader (and available on bCourses) are reading guides for all of the assigned readings. You should always **refer to the reading guides before beginning the assigned readings** as they are intended to make the process easier (especially for the more difficult theoretical texts). Utilizing these guides will enable you to focus on the most important issues and help clarify your reading.

## **READING RESPONSES:**

Students are required to submit **reading responses for 10 reading assignments**. These reading responses require answering questions from the reading guides (the specific questions to be answered are noted at the bottom of each reading guide). Your answers may be brief but must clearly reflect that you carefully and thoroughly read the assignment. There are a total of 16 reading response opportunities (marked on the syllabus with an asterisk), from which you choose 10 to complete. Reading responses must be uploaded to bCourses by **5pm** (prior to our class meeting). No late submissions will be accepted.

## **EXAMS:**

The 3 exams for this course will be **open-book, take-home examinations** that consist of short essays that assess students' mastery of the course materials. Exams will be **cumulative** (covering material from the entirety of the semester) and will be geared towards asking students to synthesize the scholarship covered in the course.

The time allotted for completing these exams is purposely limited because part of the objective is to assess how well students have kept up with course readings and lectures. Those who have done so will have sufficient time to complete the exam, while those who have not will be struggling to catch up with completing the course work. Hence, extensions will not be granted (as this undermines the exam assessment) and late submissions will result in a grade penalty.

The **distribution** and **due dates** for the exams are listed on this syllabus. Students are expected to be aware of these dates and to schedule and prepare accordingly. You should check these deadlines against your other academic obligations at the beginning of the semester and ensure that you are able to meet them before deciding to remain in this course. Please do not contact me with requests to change due dates because of other academic obligations.

## **POTENTIAL DISRUPTIONS:**

If our ability to hold class in person is interrupted for any reason, class will be held via zoom until in person instruction resumes. All course requirements, including attendance and assignments/exams (which have been designed to accommodate this) will remain in effect.

## **SPECIAL ACCOMODATIONS:**

Please notify me immediately if you require any special accommodations for the course. If you are registered with the DSP program, please ensure that your accommodation letter is forwarded to me at the beginning of the semester. Students who wish to utilize DSP accommodations for the exams are required to contact me about this well in advance.

## **ACADEMIC INTEGRITY:**

All written work must be your own. Any words, or even *ideas*, drawn from another source (even if paraphrased) must be appropriately cited. bCourses will automatically screen all submitted coursework for plagiarism.