

# ***RACEMAKING & RESISTANCE***

**Laleh Behbehanian**

**Tuesday/Thursday 9:30–11:00**

(166 Social Sciences Building)

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**Office Hours:** Thursday 12:30-2:30 (Sign up at <https://www.wejoinin.com/LalehBehbehanian>)

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**

#### **1/16 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)

\*Also read the course policies laid out on Pp.6-9 of this syllabus before our first class

#### **1/18 *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))

**\*READING RESPONSE DUE**

**1/23 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. Excerpts (Pp.41-49; 52-58; 60)

**1/25 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).

In-class viewing of excerpt of Angela Davis' lecture "Slavery & Nightmares" (transcript will be posted on bCourses)

**1/30 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; 22)

**\*READING RESPONSE DUE**

**2/1 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)

**2/6 "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)

**2/8 The Racial Politics of Protection: Race, Gender & Citizenship**

Gamal, Fanna. (2016) "The Racial Politics of Protection: A Critical Race Examination of Police Militarization." *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** (Due by 11:00am on Tuesday 2/13)

**2/13 NO CLASS – Exam 1 DUE by 11:00am**

**2/15 *Black Resistance, Black Community, Black Love, Black Joy...***

Conclusion of Part I

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

\*There is no assigned reading for today, but you must bring a **hard copy of your exam** to class

## PART II:

### ***Racial Amalgamations:***

#### **Immigration, Illegality & Panethnicity**

**2/20 *The Race-Making of Immigration Enforcement***

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; 9-10)

**2/22 *Immigration Law & the Amalgamation of a White Race***

Ngai, *Impossible Subjects*. (Pp.17-27; 28-29)

**2/27 *Asiatic Exclusion: The Racial Boundaries of Citizenship***

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

**\*READING RESPONSE DUE**

**2/29 *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)

**3/5 Resistance, Solidarity & the Creation of Asian American & Latiné 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)

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)

**3/7 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)

**\*READING RESPONSE DUE**

**3/12 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)

Phillips, Justin. (2021) "Studies show that white people drive anti-Asian hate. So why are the 'solutions' targeting brown people?" *San Francisco Chronicle*, October 10.

**\*READING RESPONSE DUE**

**3/14 TBA**

**PART III:**

***The Racialization of Indigeneity:***

**Settler Colonialism & the Logic of Elimination**

**3/19 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 the 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; 399-400; 404)

**\*READING RESPONSE DUE**

**3/21 *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; 32-35; 51-54; 56-62; 64-65; 80; 107-109; 235-236)

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

**3/26 & 3/28 *Spring Break – No Class Meetings***

**4/2 *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; 61-68)

**\*READING RESPONSE DUE**

**4/4 *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: UNC Press. Introduction (Pp.1-15)

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

**4/9 *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; 57-63; 247-248; 252-257)

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

**4/11 *Whiteness as Property***

Harris, Cheryl. (1993) "Whiteness as property." *Harvard Law Review*, 1707-1791. Excerpts. (Pp.1709-1722; 1724-1726; 1728-1729; 1731; 1736; 1737-1741)

**\*READING RESPONSE DUE**

**4/16 *Colorblindness & the Normalization of White Privilege***

Harris, “Whiteness as property.” (Pp.1745-1756; 1757; 1766-1773; 1777-1778)

**\*\*\*EXAM 2 Distributed** (Due by 11:00am on Tuesday 4/23)

**4/18 *No Class – Working on Exam 2***

**4/23 *No Class – EXAM 2 DUE by 11:00am***

**4/25 *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)

**\*READING RESPONSE DUE**

\*Bring a **hard copy of your exam** to class

**\*RESEARCH PAPER DUE on Monday, May 6<sup>th</sup> by 11:00am**

**GRADE DISTRIBUTION:**

- 15% Reading Responses
- 30% Exam 1 (Due 2/13)
- 40% Exam 2 (Due 4/23)
- 15% Research Paper (Due 5/6)

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

**ATTENDANCE & CLASS RECORDINGS**

Class **attendance is required** and is crucial for understanding course content and performing well on exams. 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 they have signed the attendance sheet.

All students will be **allotted 4 absences** without penalty. Each additional absence will result in a 1% deduction from the final grade. These allotted absences are intended to accommodate for all personal issues, illness, or potential COVID exposure. There is no need to email me to notify me of or explain absences – the absence allotment is intended to accommodate for any/all reasons for missing class, and to relieve me of the administrative work of dealing with absence requests on an individual basis.

To accommodate for necessary absences, **class recordings** will be available in your Media Gallery in bCourses for **2 weeks** after the class session (*except during exam periods*). However, these recordings are limited in that they do not capture class discussions and therefore won't include all the class content. Furthermore, there is no guarantee that recordings will be available for all classes, as technical issues may occur. Students are responsible for viewing any missed classes within two weeks, after which recordings will no longer be available. **No class recordings will be available during exam periods.**

Class begins promptly at 10 minutes after the scheduled hour (9:40 am). Please be **present on time** as late arrivals disrupt the class. This means being seated and ready to begin (not running through the door) at 9:40. Students are expected to remain in the classroom until the conclusion of the lecture. If for some reason you need to leave class early, you should discuss this with me beforehand.

## **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 that you 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 (the link for doing so will be posted on bCourses) before going to pick it up.

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 advantageous for 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 the assigned readings. You should always **refer to the reading guides before beginning the readings** as

they are intended to make the process easier (especially for the more difficult 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 **7 out of 9 reading responses**. These reading responses require answering questions from the reading guides (the specific questions to be answered are noted at the bottom of the reading guides). Your answers to each question may be brief (a few concise sentences) but must clearly reflect that you carefully and thoroughly read the assignment. There are a total of 9 reading responses (marked on the syllabus and the reading guides), out of which you are required to complete 7. This is intended to accommodate for all situations of illness or other crises, allowing you to skip 2 when necessary. For students who submit more than 7, the lowest grade(s) will be dropped and only the highest 7 grades will count.

Reading responses must be uploaded to bCourses **by 9:00am** (prior to our class meeting) to receive full credit. Submission by this deadline is required because the purpose of these assignments is to assess whether students have completed the reading *before* class. Responses submitted after 9:00am will not receive full credit. There are **no extensions** for reading responses given that their purpose is to exhibit having read before class, and because there is an allotment for skipping 2 when necessary.

**Late submissions** will be accepted for up to **72 hours** (3 days) after the deadline for **partial credit**. No submissions will be accepted after 72 hours.

## **TAKE-HOME EXAMS:**

The 2 exams for this course will be **take-home, open book examinations** that students have limited time to complete, and which consist of short essays that assess mastery of the course materials. Exams will be **cumulative**, covering material from the entirety of 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. There are no extensions, but late submissions will be accepted with a grade penalty.

The **exams periods** (distribution and due dates) are listed below. Students are expected to be aware of these dates and to schedule and prepare accordingly. ***You should check these deadlines against your academic and other obligations at the beginning of the course and ensure that you are able to meet them before deciding to remain in this class.*** No changes will be made to the scheduled exam periods.

**EXAM 1: 2/8 – 2/13**

**EXAM 2: 4/16 – 4/23**



## **RESEARCH PAPER:**

Over the course of the semester, students will work on a secondary **research paper** on any topic that focuses on race. The objective of the paper is to utilize academic scholarship to develop an analysis of your chosen topic that also incorporates concepts and arguments from the course. Research papers are due on 5/6.

## **DSP:**

Students who require any DSP accommodations should forward their accommodation letter and contact me (email or office hours) at the beginning of the course to discuss accommodations. Students who wish to utilize DSP accommodations for the exams are required to contact me about this well in advance. *Requests for accommodation will not be considered during the exam period (after the distribution of the exam).*

\*Please note that accommodations with specified percentages of additional time (i.e., 150% time) are for in-class exams only and do not apply to this course, for which we have no in-class exams.

## **OFFICE HOURS:**

My office hours are held in my office (434 Social Sciences) on Thursdays from 12:30-2:30 and you can sign up for them at <https://www.wejoinin.com/LalehBehbehanian>. Each week's sign up will be posted on Monday morning. Please be mindful of your peers and do not sign up for more than one meeting in a 3-week period so that I can try to accommodate all students. (However, if there are still available slots that haven't been taken by Thursday morning, you are welcome to sign up again.) Please also avoid signing up and cancelling at the last minute as this prevents others from utilizing that time.

## **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 will remain in effect.

## **ACADEMIC INTEGRITY:**

All submitted work must be your own. bCourses will automatically screen all submitted coursework for plagiarism through the Turnitin system which automatically compares the submitted document to all other student submissions (in current and previous years), as well as to all academic sources and publicly available web content. No forms of A.I. (like ChatGPT) may be used for this course. You must complete all course work independently, without reliance on these technologies. The only exception is that you may utilize technologies that assist with grammar or spelling. If there is any doubt that submitted course work is your own, you will be required to meet with me to discuss that submission.