

COMM 620: Critical Theories of Race and Culture (4 Units)

Fall 2018 – Tuesday – 12.30-3.20pm

Section: 20909D

Location: ASC 240

Instructor: Professor Ben Carrington

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Unless one attributes to race a single, unitary, transhistorical character – such that wherever and whenever it appears it always assumes the same autonomous features, which can be theoretically explained, perhaps, by some general theory of prejudice in human nature (an essentialist argument of a classic type) – then one must deal with the historical specificity of race in the modern world

- Stuart Hall, 1980, *Race, Articulation and Societies Structured in Dominance*.

Culture is one of the two or three most complicated words in the English language.

- Raymond Williams, 1983, *Keywords*.

I. Course Description

This course introduces students to critical perspectives on race, media and culture. Through a series of close readings of key texts, **Critical Theories of Race and Culture** examines the historical relationship between the emergence of ideas about race, western colonialism, capitalism, and the role of culture in shaping how we see and understand the modern world. The first half of the course focuses on the role of trans-Atlantic slavery, the Enlightenment and European colonialism in producing modern understandings of race and racial difference. We look at how the social sciences have been implicated in the production of racialized ways of seeing and knowing both the (Western) Self and the (abject) Other: the “West and the Rest”. We also interrogate the interrelationships between race, gender, sexuality, class and nation in both colonial and metropole settings. The second half of the course examines racial formation in the period after the anti-colonial struggles of (broadly) the mid-20th century. Key here are the ways in which social theorists have sought to understand both the continuities and discontinuities of colonial regimes in structuring western societies and the role of culture as a conduit for racialized discourses, both dominant and resistant. **Critical Theories of Race and Culture** is organized thematically: The Idea of Race, The Place of Culture; Race, Modernity and the State; Coloniality and Culture; Cultural Studies and Race; and Postcolonial Cultural Studies.

An important aspect of this course is its focus on the *global* and *transnational* dimensions and manifestations of race (and related social phenomenon such as ethnicity and nation). Although debates concerning the articulation of race within the U.S. remain central to many of the readings and class discussions, the course aims to provide a broader understanding of the changing nature of race and culture across both time and geography in order to better understand the inter-connections of race and culture beyond and through nation states. While W.E.B. Du Bois famously observed that the key issue of the 20th century would be the problem of “the color line”, the course ends by examining the extent to which ideas about race, racial difference and the significance of culture, still matter, both sociologically and politically, in the 21st century. The course will be relevant to those students with an interest in critical theories of race and ethnicity, the sociology of culture, media and communication studies, and contemporary social theory.

II. Overall Learning Objectives and Assessment

By the end of this course students will:

- Be given the tools to develop a critical sociological imagination.
- Be able to define and have a better understanding of key concepts such as “race”, “racism” and “culture”.
- Have a more complex understanding of modernity, the Enlightenment, capitalism and their relationship to both European colonialism and racism.
- Have a more complex understanding of western colonialism and its contemporary legacy, especially as in relation to the idea of race and the role of culture and media as sites of race making.

III. Description of Assignments

Students will be assessed in two ways. (1) **An 8-10 page mid-term essay** based upon the seminar discussions and readings from the first half of the course due **Week 8: Tuesday 9th October**. (2) A final, **13-15 page end of course essay** based upon the second half of the course readings and seminars due **Exam Week: Tuesday 11th December**.

IV. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Mid-term essay (8-10 pages)	100	40%
Final essay (13-15 pages)	100	60%
TOTAL		100%

b. Grading Scale

Sample grading scale provided below:

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

An essay awarded an "A" grade:

- Clearly and accurately address the question.
- Support all assertions with carefully evaluated academic evidence.
- Draw upon the ideas and arguments already discussed in class and the readings, as well as referencing other texts (academic books and journal articles) where relevant.
- Entice the reader with an interesting and well written opening paragraph.
- Develop a critical analysis throughout that goes beyond merely being descriptive.
- Keep to length, being well written and neither repetitive nor missing out important parts of the overall argument.
- Demonstrate an excellent understanding of the complexities of sports writing, be theoretically sophisticated, and able to make clear, logical and compelling connections to the importance of sport and wider society.
- There should be an absolute minimum of technical errors in grammar, spelling, punctuation, referencing and factual mistakes

An essay awarded a "B" grade:

- Clearly and accurately address the question.
- Most assertions are supported with academic evidence.
- Draw upon the ideas and arguments discussed in class and the readings, including referencing other relevant texts.
- Entice the reader with an interesting and well written opening paragraph.
- Is generally descriptive but shows signs of critical reading.
- Keeps to in length being neither repetitive nor missing out important parts of the overall argument.
- Demonstrate a good understanding of the complexities of sports writing, be theoretically aware, and able to make clear, logical and compelling connections to the importance of sport and wider society.
- There may be some technical weaknesses, e.g. errors in grammar, spelling, punctuation, referencing and very minor factual mistakes, but these are not significant and overall the essay provides a good answer to the question.

An essay awarded a "C" grade:

- The strengths and weaknesses of the argument are mentioned but few specific examples are given.
- Most assertions are not supported with carefully evaluated academic evidence.
- There is no or very limited reference to the ideas and arguments discussed in class or the readings and no referencing of other relevant texts.
- The opening paragraph is not well written and does little to entice the reader to read further.
- Presents an argument but not in a sophisticated way.
- The essay keeps to length but is repetitive in places, descriptive throughout with minimal critical discussion.

- The essay demonstrates an adequate understanding of the complexities of sports writing, but is theoretically limited, and makes connections to the importance of sport to wider society but in a way that is perfunctory and not always convincing.
- There are many technical weaknesses, e.g. errors in grammar, spelling, punctuation, referencing and the odd factual mistake. The essay makes sense but appears not to have been proof-read very closely.

An essay awarded a “D” grade:

- There is either no or very little structure to the essay and the question is not really answered.
- There is no opening paragraph to entice the reader.
- The essay is either too short or too long.
- The level of discussion is superficial, based on anecdotes and non-academic sources though there is some evidence of an intellectual engagement.
- There are significant weaknesses throughout, e.g. technical errors in grammar, spelling, punctuation, referencing, and many factual mistakes, which significantly impede the reader.
- The essay demonstrates a poor understanding of the complexities of sports writing, is theoretically limited with little or no awareness of relevant literatures, and makes connections to the importance of sport and wider society in a way that is perfunctory and rarely convincing.
- In short, it appears that not much time was given to the essay.

An essay awarded an “F” grade:

- There is no structure to the essay and the question is not answered at all.
- The essay is either way too short or too long.
- There is no opening paragraph.
- The level of discussion is superficial and predictable based on anecdotes and non-academic sources, with no evidence of an intellectual engagement.
- There are considerable weaknesses throughout, e.g. technical errors in grammar, spelling, punctuation, referencing, and significant factual mistakes which significantly impede the reader.
- The essay demonstrates no understanding of the complexities of sports writing, is theoretically limited with no or very little awareness of relevant literatures, and makes perfunctory connections to the importance of sport to wider society.
- The final impression is that the essay was rushed and not completed with any care or attention.

V. Assignment Submission Policy

- A. All assignments are due on the dates specified below. If you know you need extra time, contact me at least two days before the assignment is due.
- B. Assignments must be submitted via a hard copy to Professor Carrington, not via email.
- C. Although not formally assessed, every student must give at least one seminar presentation. Failure to do so will result in an incomplete for this course.

VI. Required Readings and Supplementary Materials

All required readings are listed below in the week-by-week outline. Additional materials will be uploaded to Blackboard where appropriate.

VII. Laptop Policy

Bring a pen, paper, and a present mind. If you prefer to use laptop you may, but it can only be used for class-related work. No emails, social media or other distractions. I’d strongly encourage you to take notes by hand, but if you prefer to use a laptop you can.

VIII. Add/Drop Dates for Session 001 (15 weeks: 8/20/18 – 11/30/18)

Friday, September 7: Last day to register and add classes for Session 001

Friday, September 7: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

Tuesday, September 11: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

Friday, October 5: Last day to drop a course without a mark of “W” on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, October 5: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, November 9: Last day to drop a class with a mark of “W” for Session 001

IX. Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability. I am happy to take into consideration absences and extensions for religious Holy Days. Please let me know at the start of the semester if you will miss classes or need extra time due to religious observance.

	Topics/Daily Activities	Readings and Homework	Due Dates
Week 1: Tues 21st August	Welcome, Introduction, Course Expectations Part 1: Race, Modernity and the State The Idea of Race and the Concept of Culture Read and prepare a three-page summary on each of the four required readings (i.e. twelve pages in total). The readings will allow us to explore the origins of modern ideas about “race” and its links to European colonialism as well as how race interrelates with questions of gender, sexuality, class, nation, ethnicity and immigration. We will also discuss the concept of “culture”. This session will also introduce students to the content of the course and we’ll discuss my expectations for the following 14 weeks.	(1) “Chapter 1: The origin of the concept of race”, pp. 41-97, in Montagu, A. (1997, 6 th ed) <i>Man’s Most Dangerous Myth: The fallacy of race</i> (Altamira Press). (2) “Chapter 1: The modern invention of race”, pp. 3-49, in Eze, E., C. (2001) <i>Achieving our Humanity: The idea of the postracial future</i> (Routledge). (3) “Introduction”, pp. 1-30, in Wolfe, P. (2016) <i>Traces of History: Elementary Structures of Race</i> (Verso). (4) “Chapter 1: Culture and Civilisation” pp. 1-29 and “Conclusion: The hubris of culture” pp. 149-162, in Eagleton, T. (2016) <i>Culture</i> (Yale).	In class discussion, hand in three-page summaries at the end of class.
Week 2: Tues 28th August	Histories of Racism We will discuss the first book: Fredrikson’s historical overview of the foundations of modern racism, the links between anti-Semitism and anti-black racism, and how racism has changed throughout the centuries from the trans-Atlantic slave trade through to the present. Each student needs to bring to class their answers to the six questions on the Fredrikson text, posted on Blackboard.	Fredrikson, G. (2003[2015]) <i>Racism: A Short History</i> (Princeton University Press).	In class discussion.

<p>Week 3: Tue 4th September</p>	<p>Modernity and the Nation State This session looks at the concept of “modernity” and the power of the nation state. We examine the extent to which forms of genocidal violence are antithetical or foundational to western modernity, and the related question of how to understand the relationship between anti-Semitism and racism. We also consider the ethical and moral boundaries of sociology and the limits of social science’s ability to understand the causes of events such as the Holocaust.</p>	<p>Bauman, Z. (1989[2000]) <i>Modernity and the Holocaust</i> (Cornell University Press).</p>	<p>In class discussion.</p>
<p>Week 4: Tue 11th September</p>	<p>Racialization and the Nation State This session examines the rise and formation of nation states and the extent to which western nation states become racialized at certain moments or were, from their inception, colonial enterprises predicated upon racialized forms of governance. We adopt a comparative perspective to locate the similarities and differences of “racial states” across the globe.</p>	<p>Goldberg, D. T. (2002) <i>The Racial State</i> (Blackwell).</p>	<p>In class discussion.</p>
<p>Week 5: Tues 18th September</p>	<p>Part 2: Coloniality and Culture Anti-colonialism This session looks at the relationship between European colonialism, humanism and the construction of (black) racial subjectivity. We look at the work of two key Francophone “anti-colonial” theorists and their attempt to situate questions of racism in relation to twin processes of European colonialism and capitalism in order to produce a different, post-liberal humanism.</p>	<p>Cesaire, A. (2000) <i>Discourse on Colonialism</i> (Monthly Review Press) and Fanon, F. (1952[2008]) <i>Black Skin, White Masks</i> (Grove Press).</p>	<p>In class discussion: Essay titles for the first assignment will be given out.</p>
<p>Week 6 Tue 25th September</p>	<p>Post/colonial Theory This session examines how discourse, power and the cultural apparatus of European empires produced the “the West” and the “Oriental Other”. We examine two works from one of the foundational theorists for what is often labelled “postcolonial theory”. We continue the discussion regarding the extent to which knowledge produced within the western academy about the Other reflects an underlying reality and is as objective as western science claims. We consider how “expert knowledge” about Islam underpins and frames public policy debates, especially as regards the Middle East.</p>	<p>Said, E. (1978 [2003]) <i>Orientalism</i> (Penguin Books) – read Preface (2003), Introduction, Chapter 1 The Scope of Orientalism, pp. 31-110, Chapter 3 Orientalism Now, pp. 201-328, Afterword (1995) and Said, E. (1994) <i>Culture and Imperialism</i> (Vintage) – Introduction, Chapter 1 Overlapping Territories, Intertwined Histories, pp. 1-72, pp. 230-340, Chapter 3 Resistance and Opposition, Chapter 4 Freedom from Domination in the Future, pp. 341-408.</p>	<p>In class discussion.</p>

<p>Week 7: Tue 2nd October</p>	<p>Sexuality and Colonial Desire This session centers questions of gender and sexuality within colonialism, drawing on insights from psychoanalysis. We begin to problematize the class/nation/race framework by discussing how gendered differences and related fears concerning the imperial governance of sexuality became interrelated with questions of race, class and nation from the 18th century to the present. The importance of culture and popular culture as a domain for the reproduction of racist discourses is assessed. Finally, in light of the previous weeks readings, we also critically assess the arguments of those who suggest that colonialism was good for the colonized and should be read as a positive moment in world history.</p>	<p>McClintock, A. (1995) <i>Imperial Leather: Race, Gender and Sexuality in the Colonial Contest</i> (Routledge) and Gilley, B. (2017) <i>The Case for Colonialism</i>, in <i>Third World Quarterly</i>, pp. 1-17.</p>	<p>In class discussion, Gilley reading on Blackboard.</p>
<p>Week 8: Tues 9th October</p>	<p>Part 3: Cultural Studies and Race The Origins of Cultural Studies and the Study of Race This session looks at the work and ideas of the British sociologist and critical theorist Stuart Hall. We first examine the emergence of Cultural Studies as a field of study and the key theoretical debates of the 1970s and 1980s around ideology, the State, Marxism and cultural resistance. We then look at Hall's work on theorizing the changing nature of race, nation and ethnicity.</p>	<p>Hall, S. (2016) <i>Cultural Studies 1983: A Theoretical History</i> (Duke) and <i>The Fateful Triangle: Race, Ethnicity, Nation</i> (2017, Harvard).</p>	<p>In class discussion, hand in mid-term essays at end of class.</p>
<p>Week 9: Tues 16th October</p>	<p>Post-racial Humanism This session examines the arguments put forward by some radical scholars concerning the need for a "post-racial" account of racism. Given the argument that racism "produces" race, some thinkers have argued that social scientists need to abandon "race" as an analytical category altogether. We discuss the merits and limits of this theoretical move and what a new planetary humanism might look like.</p>	<p>Gilroy, P. (2000/2004) <i>Between Camps/Against Race: Nations, Culture and the Allure of Race</i> (Routledge/Belknap Press).</p>	<p>In class discussion</p>
<p>Week 10: Tues 23rd October</p>	<p>Memory, Race and Desire This session looks at the contribution of transnational feminism to the question of State power, the governance of desire, mobility and the role of spiritual practice as loving resistance to systems of material oppression.</p>	<p>Alexander, J. M. (2005) <i>Pedagogies of Crossing: Mediations on Feminism, Sexual Politics, Memory, and the Sacred</i> (Duke University Press).</p>	<p>In class discussion, mid-term essays returned.</p>

Week 11: Tues 30 th October	Reading Week	Read next week's book, begin work on final essays.	Email me your final essay question.
Week 12: Tues 6 th November	The Cultural Industries and the Making of Race This session looks at the role of the cultural industries, especially the corporate media, in shaping our understandings of race and racial difference. We look at the ways in which race is commodified within contemporary mediaculture and the limits to policies aimed at diversifying media production.	Saha, A. (2018) <i>Race and the Cultural Industries</i> (Polity).	In class discussion.
Week 13: Tues 13 th November	Part 4: Postcolonial Cultural Studies Towards Decoloniality This session looks at the ways in which critical theorists from Central and South America have theorized the colonial matrix of power and the attempts to produce a decolonial model of thoughts and resistance to Eurocentrism.	Mignolo, W. (2011) <i>The Darker Side of Western Modernity: Global Futures, Decolonial Options</i> (Duke University Press) and Quijano, A. (2007) "Coloniality and Modernity/Rationality", in <i>Cultural Studies</i> , 21: 2, pp. 168 – 178	In class discussion, Quijano reading on Blackboard.
Week 14: Tue 20 th November	Transatlantic Culture Wars This session looks at how culture has become a site for political contestation, from France to Brazil, and from the UK to the US. We look at how issues around identity, whiteness and multiculturalism are understood within the academy and the resistance to postcolonial theory and critical race studies.	Stam, R. and Shohat, E. (2012) <i>Race in Translation: Culture Wars around the Postcolonial Atlantic</i> (NYU Press).	In class discussion, confirm all final essays titles this week.
Week 15: Tues 27 th November	Deconstructing Eurocentrism, Reconstructing Sociology This final session returns to some of the framing questions that have animated our discussions, namely the lasting impact and complex legacy of European colonialism and western modernity in producing both the "global north" and "global south". We look at the various attempts to create decolonial, globally-interconnected and non-Eurocentric frameworks for making sense of and challenging contemporary forms of racial domination. We address a central question for this course: to what extent is sociology (and the social sciences and humanities more generally) complicit with reproducing colonial frameworks and ways of understanding race, and what would a "postcolonial" and global sociology look like?	Lowe, L. (2015) <i>The Intimacies of Four Continents</i> (Duke) and Bhabra, G. (2014) <i>Connected Sociologies</i> (Bloomsbury), Chapter 6 Postcolonial and Decolonial Reconstructions and Chapter 7 Sociology for an "Always-Already" Global Age .	USC Course Evaluations. In class discussion, Bhabra reading on Blackboard.

FINAL EXAMS: Tues 11th December, 11am	Short presentation on essay.		Hand in final essay during class, 11am
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Guide to Further Reading:

You should familiarize yourself with relevant scholarly journals, particularly *Sociology of Race and Ethnicity*, *Ethnic and Racial Studies* and *Identities: Global Studies in Culture and Power*. All three journals carry leading-edge sociological research in the areas of race, ethnicity, culture and racism. You should regularly consult these (and other relevant) journals to inform your readings, arguments and essays. In addition, the following books will be useful for this course. You should draw upon these for your seminar presentations and written assignments:

- Abu-Lughod, J. (1989) *Before European Hegemony: The World System A.D. 1250-1350* (Oxford).
- Anzaldúa, G. (1999) *Borderlands/La Frontera: The New Mestiza* (Aunt Lute Books).
- Ashcroft, B., Griffiths, G., and Tiffin, H. (2006, 2nd ed.) *The Post-Colonial Studies Reader* (Routledge).
- Babbitt, S. and Campbell, S. (eds.) (1999) *Racism and Philosophy* (Cornell University Press)
- Back, L. and Solomos, J. (2009, 2nd ed.) "Introduction: Theorising race and racism", pp. 1-30, in Back, L. and Solomos, J. *Theories of Race and Racism: A Reader* (Routledge).
- Back, L. (1996) *New Ethnicities and Urban Culture: Racisms and Multiculture in Young Lives* (UCL).
- Balibar, E. and Wallerstein, I. (1991) *Race, Nation, Class: Ambiguous Identities* (Verso)
- Banks, M. (1996) *Ethnicity: Anthropological Constructions* (Routledge).
- Banton, M. (1998, 2nd ed.) *Racial Theories* (Cambridge University Press).
- Bashi Treitler, V. (2013) *The Ethnic Project: Transforming Racial Fiction into Ethnic Factions* (Stanford).
- Bernal, M. (2001) *Black Athena Writes Back: Martin Bernal Responds to his Critics* (Duke).
- Bhabha, H. (1994) *The Location of Culture* (Routledge).
- Bhambra, G. (2009) *Rethinking Modernity: Postcolonialism and the Sociological Imagination* (Palgrave).
- Bhattacharyya, G. (ed.) (2009) *Ethnicities and Values in a Changing World* (Ashgate).
- Blackburn, R. (1988) *The Overthrow of Colonial Slavery, 1776-1848* (Verso).
- Blackburn, R. (1998) *The Making of New World Slavery, 1492-1800* (Verso).
- Blaut, J., M. (1993) *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History* (The Guilford Press).
- Bonilla-Silva, E. (2017, 5th ed.) *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States* (Rowman and Littlefield).
- Brown, M. et al (2003) *White Washing Race: The Myth of a Color-Blind Society* (California).
- Browne, S. (2015) *Dark Matters: On the Surveillance of Blackness* (Duke).
- Brubaker, R. (2004) *Ethnicity Without Groups* (Harvard).
- Brubaker, R. (2015) *Grounds for Difference* (Harvard).
- Bulmer, M. and Solomos, J. (eds.) (2004) *Researching Race and Racism* (Routledge).
- Bulmer, M. and Solomos, J. (1999) *Racism* (Oxford University Press).
- Chakrabarty, D. (2008) *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton University Press).
- Charrad, M. (2001) *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria and Morocco* (University of California Press).
- Collins, P., H. (1998) *Fighting Words: Black Women and the Search for Justice* (University of Minnesota Press).
- Collins, P., H. (2000, 2nd ed.) *Black Feminist Thought* (Routledge).
- Cox, O. (1948[2000]) *Race: A Study in Social Dynamics* (Monthly Review Press).
- Darder, A. and Torres, R. (2004) *After Race: Racism and Multiculturalism* (New York University Press).
- Davis, A. (1983) *Women, Race and Class* (Vintage).
- Davis, David B. (2006) *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (Oxford).
- Du Bois, W.E.B. (1903[1990]) *The Souls of Black Folk* (Vintage Books).
- Emirbayer, M. and Desmond, M. (2015) *The Racial Order* (Chicago).

- Essed, P. and Goldberg, D. (2002) *Race Critical Theories* (Blackwell).
- Eze, E. (2001) *Achieving our Humanity: The Idea of the Postracial Future* (Routledge).
- Fanon, F. (1961[1990]) *The Wretched of the Earth* (Penguin).
- Farred, G. (ed.) (2013) "Fanon: Imperative of the Now", *South Atlantic Quarterly*, 112 (1).
- Feagin, J. (2013, 3rd ed.) *Racist America: Roots, Current Realities, and Future Reparations* (Routledge)
- Feagin, J. (2013, 2nd ed.) *The White Racial Frame: Centuries of Racial Framing and Counter-Framing* (Routledge).
- Fenton, S. (2010, 2nd ed.) *Ethnicity* (Polity Press).
- Fields, K. and Fields, B. (2014) *Racecraft: The Soul of Inequality in American Life* (Verso).
- Firmin, A. (1885[2002]) *The Equality of the Human Races* (University of Illinois Press).
- Frankenberg, R. (1993) *White Women, Race Matters: The Social Construction of Whiteness* (Routledge).
- Gilroy, P. (2002, 2nd ed.) *"There Ain't No Black in the Union Jack": The Cultural Politics of Race and Nation* (Routledge).
- Go, J. (2013) "For a Postcolonial Sociology", in *Theory & Society* 42(1), p. 25-55.
- Goldberg, D. (2009) *The Threat of Race: Reflections on Racial Neoliberalism* (Wiley-Blackwell).
- Goldberg, D., T. (2015) *Are We All Postracial Yet?* (Polity).
- Goldberg, D., T. (2015) *Sites of Race* (Polity).
- Goldstone, J. (2008) *Why Europe? The Rise of the West in World History, 1500-1850* (Hill Higher).
- González-López, G. (2005) *Erotic Journeys: Mexican Immigrants and Their Sex Lives* (California Press).
- Gordon, L. (2015) *What Fanon Said: A Philosophical Introduction to his Life and Thought* (Fordham).
- Gould, S., J. (1997, 2nd ed.) *The Mismeasure of Man* (Penguin Books).
- Gunaratnam, Y. (2003) *Researching "Race" and Ethnicity: Methods, Knowledge and Power* (Sage).
- Hall, S. (1980[1996]) "Race, Articulation and Societies Structured in Dominance" in Baker, H., Diawara, M. and Lindeborg, R. (eds.) *Black British Cultural Studies: A Reader* (Chicago).
- Hall, S. (1996) "When was 'the post-colonial' Thinking at the limit?", in Chambers, I. and Curti, L. (eds.) *The Post-colonial Question* (Routledge).
- Hall, S. (1996) "Ch. 6 The West and the Rest: Discourse and power", in Hall, S., Held, D., Hubert, D., Thompson, K. (eds.) *Modernity: An Introduction to Modern Societies* (Blackwell).
- Hall, S. (1996) "Ch. 18 The Question of Cultural Identity", in Hall, S., Held, D., Hubert, D., Thompson, K. (eds.) *Modernity: An Introduction to Modern Societies* (Blackwell).
- Hall, S. (2017) *Familiar Stranger: A Life Between Two Islands* (Duke).
- Hall, S. (2017) *Selected Political Writings: The Great Moving Right Show and Other Essays* (Duke).
- Hartman, S. (1997) *Scenes of Subjection: Terror, Slavery and Self-making in Nineteenth Century America* (Oxford University Press).
- Hesse, B. (2007) "Racialized Modernity: An analytics of white mythologies", in *Ethnic and Racial Studies* (30(4), July).
- Hoad, N. (2007) *African Intimacies: Race, Homosexuality and Globalization* (University of Minnesota).
- hooks, b. (1991) *Yearning: Race, Gender, and Cultural Politics* (South End Press).
- hooks, b. (2000, 2nd ed.) *Feminist Theory: From Margin to Center* (Pluto Press).
- hooks, b. and Hall, S. (2018) *Uncut Funk: A Contemplative Dialogue* (Routledge).
- Hund, W. and Lentin, A. (eds.) (2015) *Racism and Sociology* (Lit Verlag).
- James, C.L.R. (1938[1989]) *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* (Allison and James, C.L.R. (1995[1969]) *A History of Pan-African Revolt* (Charles H. Kerr).
- James, S. (2012) *Sex, Race and Class-The Perspective of Winning: A Selection of Writings 1952-2011* (PM Press).
- Jenkins, R. (2008, 2nd ed.) *Rethinking Ethnicity: Arguments and Explorations* (Sage).
- Kellner, D. (1995) *Media Culture: Cultural Studies, Identity and Politics between the Modern and the Post-modern* (Routledge).
- Kumar, K. (2017) *Visions of Empire How Five Imperial Regimes Shaped the World* (Princeton).
- Linebaugh, P. and Rediker, M. (2000) *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic* (Verso).
- Lindeborg, R. (eds.) *Black British Cultural Studies: A Reader* (Chicago).
- Loomba, A. (2005, 2nd ed.) *Colonialism/Postcolonialism* (Routledge).
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X. Policies and Procedures

Additional Policies

I expect you to attend every class (even though attendance is not part of your grade – I will be at each class, so should you). I also expect you to have completed the readings ahead of time, and to come to class willing to engage the materials, critically challenge each other in a respectful manner, to focus only on the class materials during class (no checking twitter, Facebook or any other non-class distractions), and to be ready and willing to think hard and reflect on your prior positions and worldviews. Let me know ahead of time if you need to miss a class. Do not plagiarize (see below), do not steal books from the library (or write in pen in them), do not talk over or be dismissive of your peers' views even if you disagree with what they are saying. Do come to class ready to learn, to be creative, to develop as an intellectual and writer, and, above all, do come to class prepared to think sociologically about race and culture.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* (<https://policy.usc.edu/scampus-part-b/>). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (<http://policy.usc.edu/scientific-misconduct/>).

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XI. About Your Instructor

Ben Carrington is an Associate Professor in the Annenberg School for Communication and Journalism. Prior to joining Annenberg, Professor Carrington taught in the Department of Sociology at the University of Texas at Austin and before that he worked at the University of Brighton in England. Professor Carrington studies a broad range of topics generally concerned with mapping the circulation and reproduction of power within contemporary post/colonial societies. More specifically, he is interested in how ideologies of race shape – and are themselves shaped by – cultural forms, practices and identities and how popular culture is often a key site of both cultural resistance and domination. His work examines the mass media, popular culture and sport as way to understand key sociological dimensions of everyday life such as personal and communal identity and national identifications as well as focusing on how racialized, gendered and classed social structures constrain and enable social life.