

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF LIBERAL ARTS AND EDUCATION
ANTHROPOLOGY 2910 3(3-0-0), FALL 2005
INTRODUCTION TO RACE RELATIONS

Instructor: Dr. Laurie Nock
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Office Hours: Tuesdays and Thursdays, 1:00-2:30 p.m. Drop-ins welcome.

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Delivery method: lecture, 45 hours.
Prerequisite: a 3-credit course in a Social Science.

Calendar description: This course examines views on the ideology of racism, which correlates human physical and socio-cultural attributes. The use of racism to organize, define and explain domination and competition is covered along with a comparative study of historical and contemporary forms of race relations in selected societies and at an international level.

COURSE DESCRIPTION

This course arose in response to a perceived need to alert students of a new generation to the continued vitality of racism, although many Canadians would like to emphasize our historical or geographical distance from it.

We will discuss the biological basis of race, and the relationship between genetic differences and social or cultural characteristics. We will seek to understand the ideological foundations of racism, which are inherent in the need of all peoples to see themselves as the most truly human, if not as "the best". This ethnocentrism need not be a negative force, as differences (physical or cultural) need not be measured against each other. It becomes a negative force when correlated with power differentials, be it exercised through economic, political or military domination. The combination of ethnocentrism with power makes it possible for those of one culture to exploit others for profit; to define them as inferior, in need of change and improvement (by force if necessary); to legislate their incapacity to manage their own destinies; to deny them access to education, employment and esteem (and thus fulfil the prophecy of inferiority); and, ultimately, to declare them inhuman, unworthy of life, resulting in intentional and unintentional genocide. A mythology of racism emerges to justify and to rationalize inequality, replete with intellectual, sexual and moral caricatures and stereotypes. We will study the complex interplay between identity, inheritance, culture, language, territory and religious and political ideologies. Within a society, racism interacts with other dimensions of inequality (e.g. economic, political and gender), to define privileged social sectors with more clarity. Between nations, racism is both a result and cause of colonialism, migration and under-development. The consequences of oppression and the denial of rights based on racial and ethnic origin have often been political mobilization, inter-group violence, warfare and atrocities.

In this anthropology course, the topic of race relations will be studied cross-culturally, but with frequent reference to Canada. We will study patterns of race and ethnic relations in different societies, including the social and cultural conditions under which tolerance thrives and diversity is valued. Students will understand more clearly why, even if we no longer "believe" in it, racism continues to thrive.

Modifications may be made to this course outline and assignments during the term. As these will be amply discussed in class, students are responsible for keeping informed.

REQUIRED TEXT:

Fenton, Steve (1999). Ethnicity, racism, class and culture. Lanham: Rowman & Littlefield, Publishers.

Other required readings are specified in lecture outlines (many of them photocopied) and more may be assigned during the course.

REQUIREMENTS AND EVALUATION

Two of the course assignments are mandatory; choose two among the remaining four. Each is worth 20% of the course grade. Assignments must be handed in to the instructor by 1p.m. of the Monday following the week they are assigned. One and only one late assignment may be handed until Monday of Week 14; only one assignment can be submitted per week. E-mailed assignments are not accepted. All marking of these assignments uses the alpha scale.

In-class assignments (quizzes, group work, etc.) will be timed at the instructor's discretion and will be worth 20% percent of the final course grade. Contributions to the student scrapbook are included among in-class assignments. Ample opportunity to earn points will be provided, so there will be no make-ups for in-class work. Students are advised to have done the assigned readings before coming to class! Come to class w/ comments or questions regarding readings; you may be asked to submit these and to report on them in class. As a bonus "in-class" assignment worth ten points, students may meet with me for an in-depth writing tutorial on one of their assignments (or to discuss any topic related to the course) at any point during the term before the last week of classes. For this portion of this course ONLY, calculate your mark as a percentage of total marks obtainable. (See scale below.)

YOU MAY WISH TO KEEP TRACK OF ASSIGNMENTS AND MARKS HERE.

ASSIGNMENT	%	DUE DATE	MARK
THE COLLEGE – MANDATORY	20%	Monday, Week 2	
ECONOMIC ASPECTS – MANDATORY	20%	Monday, Week 4	
CANADA – CHOICE	20%	Monday, Week 7	
LITERATURE OR FILM – CHOICE	20%	Monday, Week 9	
MODERN ETHNICITY – CHOICE	20%	Monday, Week 12	
AN ETHNIC MINORITY – CHOICE	20%	Any Monday	

For in-class assignments **only**

Alpha grade	4-point equivalent	Percentage
A+	4.3	80-100
A	4.0	76-79
A-	3.7	73-75
B+	3.3	70-72
B	3.0	67-69
B-	2.7	64-66
C+	2.3	60-63
C	2.0	55-59
C-	1.7	50-54
D+	1.3	45-49
D	1.0	40-44
F	0.0	< 40

IN-CLASS ASSIGNMENTS AND REPORTS

For this portion of this the course ONLY, calculate your mark as a percentage of total marks obtainable.

DATE	MARK	DATE	MARK
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GUIDE TO REFERENCES

If you use a direct quote (or a diagram, or statistics) from an author, your source must be acknowledged. The quotation must be exact! For example:

“There is a basic contradiction in the structure of girls’ social relationships. Friends are supposed to be equal and everyone is supposed to get along, but in fact they don’t always. Conflict must be resolved, but a girl cannot assert social power or superiority as an individual to resolve it.” (Maltz & Borker, 2001, p. 167).

If you paraphrase an author or use ideas which are not your own, your source must still be acknowledged. Include the name of the author, publication date, and (usually) page number. For example:

Poverty and ignorance are not necessarily the best explanation for why people avoid drinking milk. Lactase production is not common among adults around the world (Ember & Ember, 2002, p. 2).

In referring to an author whose work is cited in a text you are using, refer to the latter, not to the original source. For example:

Easter Island was apparently covered by subtropical forest for thousands of years before it lost its trees. (Flenley & King as paraphrased in Diamond, 2001, p. 101).

REFERENCES

Diamond, J. (2001). Easter’s end. In Aaron Podlefsky and Peter J. Brown (Eds.), Applying anthropology: an introductory reader (pp. 98-103). Mountain View, California, Mayfield Publishing.

Ember, Carol R., Ember, Melvin & Peregrine, Peter N. (2002). Anthropology. Upper Saddle River, N.J.: Prentice Hall.

Maltz, Daniel N. & Borker, Ruth A. (2001). A cultural approach to male-female miscommunication. In Aaron Podlefsky & Peter J. Brown (Eds.), Applying anthropology: an introductory reader (pp. 162-173). Mountain View, California: Mayfield Publishing.

Saletan, W. (1996, June). The dark side: What you need to know about Bob Dole. Mother Jones. Retrieved June 15 from the World Wide Web: <http://www.mojones.com/MOTHERJONES/JF96/dole/dole.html>

These go in alphabetical order according to the (first) author's surname. Anthology articles (and journal articles) are attributed to the author/s of the article, not the editors of the volume. The year of publication is the year of the anthology, not the original year of publication of the article. Underline titles of books or journals. Consult an APA guide

ANTHROPOLOGY 2910
IN-CLASS ASSIGNMENT: STUDENT SCRAPBOOK

Once every two weeks prior to week 13, you are expected to make a contribution to the Student Scrapbook for AN2910, for a total of six contributions. These may consist of a short article, an image, a website or list of websites, a story, etc., and will be stored on Reserve in the Library for all students to access. Include all relevant publication data. It is most important that you include a written explanation of why you have made this contribution and what it means to you. How does it reflect what you are learning about Aboriginal issues in Canada? How can this item help others learn? This will be an indicator of the thought and effort you have put into your selection. Provide a title, your name, and the date. These contributions will be added to the student scrapbook after a brief oral description. Not more than one contribution may be made at a time. Each is worth 5 in-class assignment marks.

ASSIGNMENT: AN ETHNIC MINORITY
CHOICE

DUE DATE: ANY MONDAY WHEN NO OTHER ASSIGNMENT IS SUBMITTED
VALUE: 20%

Prepare an account of an ethnic group in which you are interested, using primarily printed materials, supplemented by Internet sources. Your discussion must include reference to Fenton's historical trajectories and types of ethnicity. A bibliography and outline must be presented two weeks before you submit the assignment.

Length: approximately 10 pages, double-spaced (i.e. 2500 words).

ASSIGNMENT: THE COLLEGE
MANDATORY

DUE DATE: MONDAY OF WEEK 2

VALUE: 20%

PART I: Focusing on the theme of diversity, describe the gender, cultural and "racial" diversity of people at Grande Prairie Regional College. Note the different types you are able to identify, as well as the markers by which you identify them. Describe the distribution of these groups (as represented by individuals) in different occupations, departments, levels of authority, areas of the College, etc. You might also make use of the College calendar.

PART II: While doing this research, make note of how you feel and what you think about the process.

ASSIGNMENT: ECONOMIC ASPECTS OF ETHNICITY AND RACE
MANDATORY

DUE DATE: MONDAY OF WEEK 4

VALUE: 20%

Based on (but not necessarily restricted to) the assigned readings, particularly pp. 120-139 and 143-169, answer the following questions:

1. When did slavery end in the United States? When did racism end?
2. Why was slavery linked to Africans and blackness?
3. What prevented slaves from staging a revolution?
4. What kinds of work did African-Americans do after the Civil War?
5. Who benefited from racism?
6. Why have African-Americans stayed relatively poorer than the majority of Americans?
7. Why are calls for law and order, attacks on welfare, single mothers and state programs an expression of racism?
8. How is ethnicity used in the USA? By whom?
9. Before independence, what were the main occupations of the different ethnic groups in Malaysia?
10. Describe class differentiation within the ethnic groups.
11. How has the government of Malaysia sought to improve the position of Malays? Why?
12. How did Hawai'i become consolidated under one monarch? When did Hawai'i lose political independence?
13. What effects did trade and missionaries have on indigenous Hawaiians?
14. How did these effects differ for the Hawaiian nobility vs. commoners?
15. Which Hawaiians intermarried with Americans and Europeans? What were the results of this **miscegenation**?
16. What was the labor force of sugar and pineapple plantations? Who did not participate in this economic activity?
17. How is Britain affected by its colonial past?
18. What is the experience of migrants from British ex-colonies?

ASSIGNMENT: CANADA
CHOICE

DUE DATE: MONDAY OF WEEK 7

VALUE: 20%

From your knowledge of the history and society of Canada, define and provide one good example of each of the following: ethnic and/or racial

- a) inequality
- b) expulsion or annihilation / genocide / ethnocide
(actual or attempted, intentional or unintended)
- c) multiculturalism / pluralism
- d) assimilation and/or integration
- e) conflict

Length: approximately 10 pages, double-spaced (i.e. 2500 words).

ASSIGNMENT: LITERATURE OR FILM
CHOICE

DUE DATE: MONDAY OF WEEK 9

VALUE: 20%

View and analyze a feature-length film or novel which portrays the lives of members of an ethnic or racial minority in the society in which they reside. Be sure to use vocabulary and concepts appropriate to the topic of ethnic and racial stratification.

- a) Provide a brief account of the basic plot of the film or novel.
- b) How are majority and minority portrayed in the film?
- c) Describe the minority's position in the economic, political and social structure of the society as a whole.
- d) Describe the minority community itself, including economic, political and social differences or homogeneity within it.
- e) What attitudes are held towards the minority by mainstream society?
- f) What attitudes are held towards the majority by the minority?
- g) What are attitudes of minority group members towards themselves?

Examples of useful films:

Schindler's list
Boycott
Devil in a blue dress
Having our say
Remember the Titans

White man's burden
Whitewash: the Clarence Brandley story
A time to kill
Driving Miss Daisy

ASSIGNMENT: MODERN ETHNICITY
CHOICE

DUE DATE: MONDAY OF WEEK 12

VALUE: 20%

Given the general disapproval of ethnic and racial discrimination in the modern world, why does ethnic organization persist?

Length: approximately 10 pages, double-spaced (i.e. 2500 words).

WEEKS 0-1 GETTING INTO IT; CLASSIFICATION AND IDENTIFICATION

READINGS

Peggy McIntosh, White privilege: unpacking the invisible knapsack.

Retrieved August 24, 2002 from the World Wide Web:

<http://www.utoronto.ca/acc/events/peggy1.htm>

Available on-line or in Library Reserve in the AN2910 SCRAPBOOK.

ASSIGNMENT: THE COLLEGE MANDATORY

DUE DATE: MONDAY OF WEEK 2

VALUE: 20%

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PART II: While doing this research, make note of how you feel and what you think about the process.

Course outline

What is your background?

Note

self-identification vs. assignment by others

identity: not only how you feel about yourself

or who you feel you are

but how you are treated

volition and constraint

context for identifying / being assigned

multiple origins

terms naming categories

infinite subdivisibility; lumping

not exclusive categories

differentiating characteristics

members of category should share / do share

boundary markers

Ethnicity: arbitrary classification of human populations
utilizing biological and socio-cultural criteria
grounded (real) and **constructed**; **material** and **symbolic**

Race: group w/ members **socially defined** as sharing
physical characteristics—selectively used
makes members “inherently” different
racial discrimination may create ethnicity
“race” sharing socio-cultural similarities
though “races” don’t exist, there are physical differences between people

Cultural and physical difference need not result in conflict

Diversity is an asset, not a weakness

WEEKS 2-3 ECONOMIC ASPECTS OF ETHNICITY AND RACE

READINGS

Fenton, Chapter 4. Racialisation and ethnicity in the economic context (120-139)

Fenton, Chapter 5. Class structures, ethnic formations: Malaysia, Hawai'i, Britain. (143-169)

ASSIGNMENT: ECONOMIC ASPECTS OF ETHNICITY AND RACE MANDATORY

DUE DATE: MONDAY OF WEEK 4

VALUE: 20%

Based on (but not necessarily restricted to) the assigned readings, particularly pp. 120-139 and 143-169, answer the following questions:

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13. What effects did trade and missionaries have on indigenous Hawaiians?
14. How did these effects differ for the Hawaiian nobility vs. commoners?
15. Which Hawaiians intermarried with Americans and Europeans? What were the results of this **miscegenation**?
16. What was the labor force of sugar and pineapple plantations? Who did not participate in this economic activity?
17. How is Britain affected by its colonial past?
18. What is the experience of migrants from British ex-colonies?

My research

WEEK 4 POLITICAL ASPECTS OF ETHNICITY AND RACE

READINGS

Fenton, Chapter 6. Politics and ethnicity (170-191)

Fenton, Chapter 7. The politics of ethnicity: Hawai'i, Britain, continental Europe. (192-211)

IN-CLASS ASSIGNMENT

How can citizenship and immigration laws be used to favor some groups over others? (USA, Malaysia, Britain, Europe, pp. 178-190, 192-201 and 203-208)

Who is threatened by the political mobilization of Hawai'ians? Why? (pp.192-201)

Language (expression), religion (how to live), ancestry (heroes),
customs, values, norms

can become crucial **symbols** in differentiation
in competition and conflict

primordial; emotional

Religion and

community—social ties, kinship, marriage

social welfare (schools, medicine)

gender relations

social relations

economic relations

occupation

diet

clothing, appearance

body – circumcision

worship

holidays (Holy Days)

Legal statuses

immigrant / citizen

anti-discrimination, affirmative action

indigenous / immigrant citizen

nations within

Elites

WEEK 5 SOCIAL ASPECTS OF ETHNICITY AND RACE

continuum of inequality, hostility, separateness, legality

ETHNIC OR RACIAL INEQUALITY

Some groups dominate others;

- dominant group** or **majority** has power to define socially desirable physical and cultural traits mainstream (white privilege)

- minorities**, minority groups not necessarily smaller: less power, privilege, prestige

- prejudice**: attitudinal; stereotypes; alcohol, love poverty, waste \$, love \$, sex, babies "semantic reversals"

- shared, not individual traits, as member of a group not flexible or tested--exception proves rule individual always representing group

- discrimination**: action; prejudice and discrimination: vicious cycle they're lazy, not interested in education (dumb) don't employ, don't offer schools

- institutional discrimination**: direct and indirect

- segregation, social distance** **etiquette, endogamy**, sexuality

Most useful to see prejudice as justification for discrimination and discrimination as a result of competition serving group interests--but probably not all of group economic, social, political benefits discrimination feeds prejudice, as past creates present what are the benefits of combating prejudice? Discrimination?

MULTICULTURALISM / PLURALISM

Coexistence, relative equality

- ideal of Canada; real?

- Porter claimed ethnic **stratification**; wrong in terms of ethnic origin right in terms of dominant culture – **Anglo-conformity** norms guiding interaction, politics, law, economy qualifications needed--\$, cultural capital, education

- Canadian **Multiculturalism Policy** allows ethnic groups keep culture, group identity while living in dominant culture although many don't or can't

- ethnic communities**

- uneven distribution in space, urban and rural because of history of immigration, neighborhoods and jobs available,

uneven distribution in occupations
because of economic factors, skills, capital
economic niches, competition, specialization
history of immigration important;
chain migration, numbers, gender
institutional completeness:
ability to provide members w/ all services
church, recreation, mutual aid, stores, work
social services, credit, customers, employees
markers of boundaries: clothing, language, etc.
ethnic organization can press for **group interests**
and political and economic interests of few
continuity depends on advantages to staying
inability to escape due to discrimination

EXPULSION OR ANNIHILATION, GENOCIDE, ETHNOCIDE, WAR

murder on basis of ethnic origin
practice of culture, way of life made impossible
Genocide goes back to the biological basis of ideas of race and ethnicity
eliminate them from the gene pool; prevent reproduction
castration, rape
ideas of need for space, territory, for survival
not enough room for both of us
biological fear of death
defense--they did it to us, they'll do it to us
savage and irrational, inhuman
Warfare – extreme competition

ASSIMILATION

Integration / assimilation / acculturation / amalgamation—US melting pot
(vs. Canadian multiculturalism?)
individual vs. group processes
“majority conformity”
cultural assimilation – acculturation
ethnic group takes on language, religion, diet, values etc.
of dominant (vs. ethnocide)
structural assimilation – integration
members of different ethnic groups
participate together in same activities
same rules apply to everyone
(institutional discrimination)
weak boundaries, **marginal** “members”, little segregation
biological assimilation—miscegenation
offspring belong to parents’ community? New one (Metis)?
psychological assimilation; identification

must be allowed in as well as wanting in
where dominant want assimilation
deliberate separation is resented
"good minority" conforms without busting in
Factors affecting assimilation
manner of entrance – voluntary or not (chosen for what?)
time of entrance – generations since arrival
demographic factors – numbers and concentration
cultural similarity – to dominant group

WEEK 6 ETHNICITY

Readings:

Fenton, Introduction, (1-19)

ASSIGNMENT: CANADA CHOICE

DUE DATE: MONDAY OF WEEK 7

VALUE: 20%

From your knowledge of the history and society of Canada, define and provide one good example of each of the following: ethnic and/or racial

- a) inequality
- b) expulsion or annihilation / genocide / ethnocide
(actual or attempted, intentional or unintended)
- c) multiculturalism / pluralism
- d) assimilation and/or integration
- e) conflict

Length: approximately 10 pages, double-spaced (i.e. 2500 words).

Ethnicity: arbitrary classification of human populations
utilizing biological and socio-cultural criteria
for ethnicity, cultural factors must be used in social interaction
in relationships

grounded (real) and constructed; material and symbolic

Race: group w/ members socially defined as sharing
physical characteristics—selectively used

makes them “inherently” different

racial discrimination may create ethnicity

“race” sharing socio-cultural similarities

Differences exist or can be invented

When does this happen?

Both are typologies, classification systems

reality is a continuum, blended types, often co-existing

Culture: “. . . is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” (Edward B. Tylor, 1871, PRIMITIVE CULTURE. London: J.M. Murray. p.1)

"everything that people have, think and do as members of a society." (Gary Ferraro, 1998, CULTURAL ANTHROPOLOGY: AN APPLIED PERSPECTIVE. Belmont, CA: West/Wadsworth. p.18)

Culture is material as well as non-material
objects, tools, food, environment, housing, clothes
often provides markers for ethnic identity
values, norms (mores, folkways), beliefs, worldview
symbols, language—communication
ideas of deviance as well as conformity
ideal and real
shared and learned
essential to humans for survival

Because culture is learned, can be changed
hence arbitrary nature of ethnicity
members of ethnic groups are said to share (should share)
cultural characteristics, practices
(just as members of a race should share physical characteristics
e.g. Northern Ireland)
tendency for ethnicity to be claimed by people; we-feeling
tendency for racial identity to be ascribed

Culture is learned through **enculturation**—how?
usually from those who give birth to us
making it easy to believe people are born with culture
inherited like eye color; ancestry
making it easy to connect biological and cultural

In a racist society, physical traits (real or assumed) become boundary markers
become aspects of cultural life; condition life
are used to designate ethnic identity
“race” is used for social, legal, political purposes

Macro-, meso- and micro-ethnicity
society as a whole, institutions, individuals
global, societal, regional, local

De facto vs. *de jure* ethnicity
legislation to create or redress inequality

Terms:

ethnocentrism

ethnic group / community / collectivity / category

tribe, tribal, ethnies, communal, sectarian

state: government or administration over population in a territory
protect trade, business, employment, manage education, taxes, military,
organization of citizenship

nation: people share destiny, past, future, customs, collective memory,
familiar symbols; share ancestry and culture; usually territory

nation-state: system of state government which is viewed as
the political expression of a nation;
all nation-states have a hegemonic view of national character
majority / minority

nationalism: idea that a nation should correspond with a state

nations want to be states and states want to be nations

most states are multinational

WEEK 7-8 RACE AND RACISM

READINGS

Fenton, Chapter 2. Ethnicity and racism (61-87)

ASSIGNMENT: LITERATURE OR FILM CHOICE

DUE DATE: MONDAY OF WEEK 9

VALUE: 20%

View and analyze a feature-length film or novel which portrays the lives of members of an ethnic or racial minority in the society in which they reside. Be sure to use vocabulary and concepts appropriate to the topic of ethnic and racial stratification.

- a) Provide a brief account of the basic plot of the film or novel.
- b) How are majority and minority portrayed in the film?
- c) Describe the minority's position in the economic, political and social structure of the society as a whole.
- d) Describe the minority community itself, including economic, political and social differences or homogeneity within it.
- e) What attitudes are held towards the minority by mainstream society?
- f) What attitudes are held towards the majority by the minority?
- g) What are attitudes of minority group members towards themselves?

Examples of useful films:

Schindler's list
Boycott
Devil in a blue dress
Having our say
Remember the Titans
White man's burden
Whitewash: the Clarence Brandley story
A time to kill
Driving Miss Daisy

Race: groups whose members are socially defined
as sharing physical characteristics
racial categories do not occur in nature;
don't reflect genetic realities
selection of traits: visible
continuous variation to many "racial" features
mixing of traits; not covariant; not bundled

racial categories important to anthropologists when important to society
have **social reality**; e.g. Irish “race”

Many “races” assigned a geographical origin

natural selection favoring adaptive traits

body and nose shape, melanin

sickle-cell, lactase production

urine, sweat, blood type

physical adjustments in response to environmental factors

biological plasticity

e.g. height of Guatemalans, cranial measurements of Italians

reproductive isolation, gene flow

think “traits” rather than populations

careful!: diabetes - genetic and social explanations

thrifty gene; low carbo diet; adaptation to famine

modern diet, inactivity, obesity

poverty; alcohol?

FAS diet: eliminate dairy and gluten

Humans like--need--to categorize, generalize, stereotype

apply labels, use and recognize symbols

generalize – **prejudice**

Universal survival value of culture, language

recognizing social types (age, sex, kin)

hence “natural” to note different ways, different people

all learned (programmed to learn)

in learning right way, must learn different (“wrong”)

basis to ethnocentrism and recognizing strangers

Humans know of cultural difference--socialization, enculturation

humans know of inheritance of physical traits

put these together: organize groups

using physical (cosmetic) and cultural markers

create boundaries

self-identified and/or ascribed membership

Added dimension of social inequality; unequal distribution of resources

wealth, power, prestige

minorities

classification usually hierarchical, not neutral

Other dimensions of difference:

class: relation to means of production: ownership or not

income level

authority, prestige, status

gender

Other?

As w/ ethnicity, racism based on assumption that
social and cultural characteristics, behavioral traits
transmitted through ancestry; with genes
"inherent differences"

LITTLEST IMMIGRANTS

biological determinism

"races" believed to differ in behavior or thinking
some behaviors or ways of thinking are superior
ethnocentrism

therefore some (one's) "races" are superior,
should have more power

in fact, behavioral and thinking (social) differences are due to
social and cultural factors, not genetic
intelligence and race: what race? What intelligence?
(identical twin studies)

Darwin and evolution through natural selection

differential reproductive success
fittest traits reproduced more

Social Darwinism: survival of the fittest

contradiction: weaker and inferior reproduce more

Solution: **eugenics**

prevent reproduction of those deemed inferior
avoid contamination of gene pool by those deemed inferior
segregation, limited immigration, prohibitions on mating

Evolutionism and racism

How differences are interpreted is a social and cultural matter

Collaboration / alliance is as natural as competition / conflict

BLUE EYES, BROWN EYES

WEEK 9-10 RACISM AND ETHNICITY: HISTORY

READINGS:

Fenton, Preface (ix-xii)

Three historical settings: 1) slavery and post-slavery in the modern world; 2) colonial and post-colonial; 3) formation of nation-states in capitalist West and beyond.

All are in 3); 2) includes 1).

BACKGROUND

Small-scale societies (foragers and horticulturalists)

contact always

trade sacred

travel, intermarriage, spreading alliances

spirituality

perhaps warfare; expansion w/ changes in technology

Agricultural societies: empires, civilizations

hierarchical: political, economic, social, religious

castes, slavery

nobility, commoners

specialization of labor

trade, tribute, military conquest, bureaucracy

religion, education

Roman Empire, Anglo Saxons, Aztec, Inca, Maya, Mongols

conquerors culturally, physically different from conquered

BACKGROUND: COLONIALISM

European colonialism

developments in technology and transportation

religious expansionism

military

commerce: desire for exotica, riches and profits -- gold

wealth from luxuries used for manufacturing,

industrial development

development of Europe

Why colonization?

products, resources, land and people

commerce is preferred; colonization when necessary

Americas: Spain and Portugal

civilizations, land, people, tribute in place

establish control over land and tribute

intermarry w/ rulers

mestizo class - **miscegenation**

- smaller populations, less hierarchy and tribute,
 - less resources
 - export population as slaves
- foraging areas - take land for settlement
- tropical forest - stay out, except for fringes
 - fringes - Brazil's plantation economy - African slaves
 - aboriginal horticultural villagers
 - relatively safe until recently, "colonization" by poor Brazilians
- depopulation, famine, destruction of ways of life
- independence in early 1800s
 - Spanish-mestizo ruling class
 - joined by European immigrants of later 1800s, early 1900s
 - European majority in foraging areas - global capitalist elite
 - aboriginal numerical majorities where there had been states
 - Africans in plantation areas
 - indigenous on fringes

Americas: Northern Europe - Britain

- foraging and horticultural areas: take land for settlement
 - restriction of aboriginal populations
- settler colonies
- tropical areas - sugar - African slaves
- huge influx of Europeans
- similar to Australia, New Zealand—settler colonies
- post-independence dominance of British descendants--except Quebec
 - gradually infiltrated by European immigrants

World civilizations on a par w/ Europe in political, economic,

- technological organization
 - had their own colonies
- Chinese and Japanese numerous and powerful
- Middle East - Crusades, non-Christian, Islam
- scary numbers, yellow hordes
- cruelty, inhumanity, godless, inscrutable
- enticed to trade, some force, impossible to colonize--unnecessary
- equally contemptuous of Europeans; refusing "civilization"

India less unified politically

- Dutch, Portuguese inroads in trade
- British colonization - always tenuous
 - entrenchment of caste system
 - exploitation of religious and cultural differences
- Anglo-Indian elites after independence

Tropical islands around the world

plantation economies for various European countries

international migration of workers: slaves, indentured labor,

middlemen minorities

often becoming population majority, more than indigenous
post-independence hostility

Africa - late 19th century

slave trade and contact long before

continent portioned out among European powers

agricultural and mineral resources, labor

like Latin America, temperate areas became settler colonies

creation / exploitation of "tribalism", class inequality

artificial state boundaries

WEEK 11 RACISM AND ETHNICITY IN MODERN STATES

READINGS

Fenton, Chapter 1. Ethnicity and the modern world: historical trajectories (28-60)

ASSIGNMENT: MODERN ETHNICITY CHOICE

DUE DATE: MONDAY OF WEEK 12

VALUE: 20%

Given the general disapproval of ethnic and racial discrimination in the modern world, why does ethnic organization persist?

Length: approximately 10 pages, double-spaced (i.e. 2500 words).

In this context, **world system** emerges

- states** composed of people of different racial and ethnic origins

- legacy of colonialism is often ethnically (racially) defined

- unequal access to economic and political power

- state seeks to homogenize language, culture, education,

- civil administration

- national character, **hegemonic** culture

- set immigration and citizenship rules

- xenophobia**

- controls police, courts, use of force

- if state loses control, ethnic nationalism emerges

- form state from nation

Fenton: urban minorities, indigenous peoples, ethnonational groups, ethnic groups in plural societies, post-slavery minorities. In historical trajectories of post-slavery, post-colonial, nation-state. **[trajectories are not mutually exclusive; types of minorities can coexist in same society]**

MIGRANT MINORITIES

Migrants do the dirty work.

- voluntary – come from worse situations, for opportunity

- imported – allowed in – for specific purposes

- involuntary – coerced

- continuum

- diasporas

Post-slavery minorities:

- effects of slavery last for generations
- racialized social order, protecting non-slaves from competition
- racialized **discourse**

Plural minorities:

- descendants of colonial migrant workers and traders
 - legally defined and identified
 - imported for different purposes, treated differently
 - groups compete w/ each other and with indigenous

corporate pluralism

- to keep control, colonial powers needed clear difference, order
 - between colonizers and colonized / colonials
 - entrenched hierarchical differences
 - castes in India, nobles vs. commoners
 - ethnically defined groups
 - Hutu, Tutsi
 - slave / imported labor (coolies)
 - indigenous
 - Canada: Indian Act, Asian Exclusion

Urban minorities of contemporary industrial societies

- multi-ethnic, multiculturalism
- responding to global patterns of migration
- migrant workers
 - do the dirty work
 - provide needed skills, capital – cheaply
- traders
 - use ethnic networks for partnerships and clients
 - share language, familiarity, obligations
 - profit from co-ethnics as customers and workers
- Canada: Asian Exclusion

NON-MIGRANT MINORITIES

Ethnonational groups, proto-nations

- nations w/in states, often multi-state
- state superimposed on nations
- claim to self-governance, to be a state
- Canada: Quebec

Indigenous minorities:

- dispossessed of land, economic marginalization
 - often defined as economically inactive, unemployed
- impoverished, social demoralization, deculturation
- political oppression – vote, citizenship

often protected by racism and segregation
Canada: Aboriginal peoples

Capitalism and modern state

like colonialism, benefit from ethnic and racial differentiation
divide working class; competition
expansion of social inequality
“foreigners” feared for competition, modernization, culture change
anti-immigrant politics

Those w/ political and economic power can define

social prestige, relationships, segregation, integration
endogamy, scapegoating, social distance, etiquette
discrimination: individual, institutional
religion, education, bureaucracy, medicine
direct and intentional; indirect and unintentional
can define desired characteristics
desirable, acceptable appearance, behavior, language
standards, norms; what is strange and "Other"
control media
control use of force

World racial hierarchy

many made poor by colonialism - underdevelopment, Third World
economic refugees
overpopulation
brown and black subordinate to white
globalization

READINGS

Fenton, Chapter 3. Hot and cold ethnicity: theories of origin and intensity (88-113)

Fenton, Chapter 8. Ethnicity, racism and social theory (212-238)

Ideology explains and justifies how and why things are and should be

What makes people think and act in terms of ethnicity?

- human tendency to classify, categorize

- easiest w/ visible differences

- readily extended to cultural and social differences

- enculturation makes primordial attachments

- family, language, religion, custom, values, norms

People are involved in economic and political structures

- determining well-being, opportunity, power, decision-making

- they interact w/ each other w/in these structure, live and work

- motivation, meaning, action, choice, constraint

- ethnicity can be an organizing principle

“Cold” ethnicity practical, instrumental

- situational ethnicity: different audience, different setting,

- different culture, different self-presentation

“Hot” ethnicity emotional, appeals to kinship

- enculturation through family

- nationalism, calls to loyalty

Ethnicity most intense when both instrumental and kinship relevant

Kinship idiom and ethnic loyalty need not result in antagonism and violence

- unless survival is threatened

- ethnic ties strong when civic ties are weak—when state is weak

- weak state makes primordial ties strong

- if state disintegrates, loses control, nations emerge

- warlords, power base, security

- states w/ dominant ethnic groups can't override ethnicity

- can't make ethnicity unimportant to weak

Ethnic conflict

- between equals—competition

- between dominant and minority: rebellion, revolt

- basically economic and political, not cultural--symbol

Ideologies change, evolve

- scientific racism – physical, social and moral evolution

- scientific antiracism – biological races don't exist

- social antiracism:

 - racism as a problem of people of color

 - racism as a white people's problem

- racism adopted by minorities

 - political, social, economic, ideological benefits

Ideas promoted by electoral politics ("democracy") and capitalism

- economic production (for profit) primary

 - other motivations (e.g. subsistence) inadequate

 - situation of aboriginal peoples

 - women

- equality / inequality

 - assumption of equality of opportunity

 - w/ effort, talent, motivation all can make it

 - assumption of acceptability, inevitability of inequality

 - in effort, talent, motivation

 - in achievement

 - those on top are necessary for functioning of system

 - those on top have right to benefit the most

 - ideal of equality conflicts w/ realization of discrimination

 - discrimination to keep people down

 - discrimination to increase equality

 - counteract past discrimination

- majority dominates minority, depending on who has vote

Modernity encourages individualism, breaks community, collective

- people to be loyal to a set of principles, not a set of persons (primordial)

 - but sets of persons have principles, which can be primordial
people live as members of social groups**

- internationalized capital, globalization undermines state,

 - but promotes nationalist nostalgia and xenophobia as response

 - to diminished local power

- Universalism – all to be the same – is an oxymoron

 - equality demands differentiation, recognition of diversity