

Race and Ethnicity (Soc 3050)

A GLOBAL APPROACH

National Taiwan University 112-1 (Fall 2023)

Mondays 14:20 to 17:20

Instructor	Jeffrey Weng 翁哲瑞
Location	社 211
Office	社 315
Consultation	Drop-ins and appointments welcome
Contact	jeffweng@ntu.edu.tw Please allow 24 to 48 hours for me to respond
Course description	<p>Race is a scientific fiction. It is also an enormously impactful concept on the lives of billions of people over many centuries of human history. How can this be? This course will introduce the sociological approaches to addressing this foundational puzzle in societies worldwide.</p> <p>The first five weeks of this course will focus on the basic theories, concepts, and debates about race and ethnicity. The sociological study of race, not to mention sociology in general, is dominated by American academia, and we will wrestle with the advantages and disadvantages of this global configuration of knowledge production.</p> <p>The rest of the course will be devoted to studying race and ethnicity in selected regions of the world. The instructor regrets, due to human and time constraints, important parts of the world will be left out. Nevertheless, the intention is to present conceptual and methodological tools that students can use to study race and ethnicity in any part of the world.</p> <p>Please note that this syllabus is subject to updating over the course of the semester.</p>
Objectives & expectations	At the end of this course, students will be expected to have a general understanding of major concepts and theories around race and ethnicity and critique race-related social issues and events with scholarly arguments. Some of the material in the course is sensitive, and students are expected to maintain a respectful atmosphere in and out of class throughout the semester.
Course materials	All course materials will be available on NTU COOL.
Academic honesty	Students are expected to do assignments honestly and independently. Plagiarism will result in receiving an F for the assignment. This means representing others' work as your own, including using someone else's work without citation or relying on AI to generate responses. If students are involved in academic dishonesty, penalties may include a failing grade for an assignment or for the course, as well as withdrawal from the course itself and referral to the university for disciplinary action.

Requirements and grading

TASK	%	DESCRIPTION
Attendance and participation	20%	Students are expected to attend each class and participate actively in discussion each week.
Midterm examination	25%	There will be a take-home midterm examination consisting of two essay questions. More information will be given the week before the midterm is due.
Weekly memos	30%	<p>Students will be expected to write memos each week that critically engage with the readings for that week. Each memo should be written in English and consist of one substantial paragraph (about 150 to 300 words). Memos should be more than a summary of the readings. They must include the following elements to receive full credit:</p> <ol style="list-style-type: none">1. An original opinion on the readings, supported by one or two specific examples or pieces of evidence from the readings2. A discussion question for use in class. <p>Memos are due at 12:00 noon on the day of class during weeks 2 to 13 (excepting week 6). Memos should be entered into the "Discussion" section of NTU COOL. No late memos will be accepted, but students' two lowest-graded memos will be excluded from their final grade.</p>
Final presentation	25%	Students will work in groups of 4 or 5 on a group presentation in English. The presentations are expected to discuss a social issue or event related to race or ethnicity, e.g., Black Lives Matter, COVID's restrictions on the mobility of migrant workers, and so on. The discussions about the presentation and report should provide the context and account of the chosen case, why this case is ethnicity or race-related, and its influences and implications for policies and future research.

Schedule

WEEK	DATE	AGENDA
1	Sept	4 Introduction

THEORIES AND CONCEPTS

Schedule			
	WEEK	DATE	AGENDA
<i>The “classics”</i>	2	11	<p>Spencer, Herbert. 1864. <i>The Principles of Biology</i>. London: Williams and Norgate, pp. 455–457, 468–469.</p> <p>Marx, Karl. [1867] 1976. <i>Capital: A Critique of Political Economy</i>. Vol. 1. New York: Penguin. (Chapter 31: “The Genesis of the Industrial Capitalist,” pp. 914–926.)</p> <p>Durkheim, Émile. [1912] 1995. <i>The Elementary Forms of Religious Life</i>. New York: Free Press. (“Introduction,” pp. 1–18.)</p> <p>Du Bois, W.E.B. 1897. “The Conservation of Races.” <i>The American Negro Academy Occasional Papers</i> 2.</p>
<i>Race versus ethnicity</i>	3	18	<p>Weber, Max. [1922] 1978. <i>Economy and Society: An Outline of Interpretive Sociology</i>. Vol. 1. edited by G. Roth and C. Wittich. Berkeley: University of California Press. (Chapter V: “Ethnic Groups,” pp. 385–398.)</p> <p>Winant, Howard. 2000. “Race and Race Theory.” <i>Annual Review of Sociology</i> 26(1):169–85.</p> <p>Yang, Philip Q. 2000. “Theories of Ethnicity.” Pp. 39–60 in <i>Ethnic Studies: Issues and Approaches</i>. Albany: State University of New York Press.</p>
<i>Race and racism</i>	4	25	<p>Bonilla-Silva, Eduardo. 1997. “Rethinking Racism: Toward a Structural Interpretation.” <i>American Sociological Review</i> 62(3):465–80.</p> <p>Bobo, Lawrence D. 1999. “Prejudice as Group Position: Microfoundations of a Sociological Approach to Racism and Race Relations.” <i>Journal of Social Issues</i> 55(3):445–72.</p> <p>Morning, Ann. 2007. “‘Everyone Knows It’s a Social Construct’: Contemporary Science and the Nature of Race.” <i>Sociological Focus</i> 40(4):436–54.</p>
<i>Definitional debates</i>	5	Oct 2	<p>Loveman, Mara. 1999. “Is ‘Race’ Essential?” <i>American Sociological Review</i> 64(6):891–98.</p> <p>Bonilla-Silva, Eduardo. 1999. “The Essential Social Fact of Race.” <i>American Sociological Review</i> 64(6):899–906.</p> <p>Wacquant, Loic. 2022. “Resolving the Trouble with ‘Race.’” <i>New Left Review</i> II(133):67–88.</p>
	6	9	National Day (no class)

Schedule		WEEK	DATE	AGENDA
CASES	<i>The United States (i): Black and white</i>	7	Oct	16 Du Bois, W.E.B. 1915. <i>The Negro</i> . New York: H. Holt. (Chapter IX: "The Negro in the United States," pp. 197–231.) Haney-López, Ian. 1996. <i>White by Law: The Legal Construction of Race</i> . New York: New York University Press. (Chapter 1: "White Lines," pp. 1–26.)
		8		23 No class
				26 Midterm examination due at 11:59pm (Th)
	<i>The United States (ii): Panethnicity and intersectionality</i>	9		30 Okamoto, Dina G. 2003. "Toward a Theory of Panethnicity: Explaining Asian American Collective Action." <i>American Sociological Review</i> 68(6):811–42. Mora, G. Cristina. 2014. "Cross-Field Effects and Ethnic Classification: The Institutionalization of Hispanic Panethnicity, 1965 to 1990." <i>American Sociological Review</i> 79(2):183–210. Collins, Patricia Hill and Sirma Bilge. 2016. <i>Intersectionality</i> . Malden, MA: Polity Press. (Chapter 1: "What is Intersectionality?" pp. 1–30.)
EAST ASIA	<i>Japan</i>	10	Nov	6 Yoshino, Kosaku. 1992. <i>Cultural Nationalism in Contemporary Japan: A Sociological Enquiry</i> . New York: Routledge. (Chapter 2: "The <i>nihonjinron</i> : thinking elites' ideas of Japanese uniqueness," pp. 7–28.) Lie, John. 2001. <i>Multiethnic Japan</i> . Cambridge: Harvard University Press. (Chapter 6: "Modern Japan, Multiethnic Japan," pp. 83–110.) Fitzhugh, William W., and Chisato O. Dubreuil. 1999. <i>Ainu: Spirit of a Northern People</i> . Arctic Studies Center, National Museum of Natural History, Smithsonian Institution. (Chapter 1: "Ainu Ethnicity: A History," pp. 9–21.)

Schedule			
	WEEK	DATE	AGENDA
Korea	11	Nov	13
			<p>Lie, John, ed. 2014. <i>Multiethnic Korea? Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea</i>. Institute of East Asian Studies, University of California, Berkeley. ("Introduction," pp. 1–22, and [Kim, Nora Hui-Jung] Chapter 3: "Korea: Multiethnic or Multicultural?" pp. 58–78.)</p> <p>Campbell, Emma. 2015. "The End of Ethnic Nationalism? Changing Conceptions of National Identity and Belonging among Young South Koreans." <i>Nations and Nationalism</i> 21(3):483–502.</p>
Taiwan & China	12		20
			<p>Mullaney, Thomas S., James Leibold, Stéphane Gros, and Eric Vanden Bussche, eds. 2012. <i>Critical Han Studies: The History, Representation, and Identity of China's Majority</i>. Berkeley: University of California Press. ("Introduction and Prolegomenon," pp. 1–20.)</p> <p>Mullaney, Thomas S. 2010. <i>Coming to Terms with the Nation: Ethnic Classification in Modern China</i>. Berkeley: University of California Press. (Chapter 2: "Ethnicity as Language," pp. 42–68.)</p> <p>Cabestan, Jean-Pierre. 2017. "Changing Identities in Taiwan under Ma Ying-Jeou." Pp. 42–60 in <i>Taiwan and China: Fitful Embrace</i>, edited by L. Dittmer. Oakland: University of California Press.</p>
EUROPE & LATIN AMERICA	13		27
			<p>Beaman, Jean, and Amy Petts. 2020. "Towards a Global Theory of Colorblindness: Comparing Colorblind Racial Ideology in France and the United States." <i>Sociology Compass</i> 14(4):e12774.</p> <p>Paschel, Tianna S. 2010. "The Right to Difference: Explaining Colombia's Shift from Color Blindness to the Law of Black Communities." <i>American Journal of Sociology</i> 116(3):729–69.</p>
	14	Dec	4
			No class
	15		11
			Presentations