RACE AND NATIONALISMS:  
COMPARATIVE AND THEORETICAL PERSPECTIVES

This is an advanced reading seminar on historical intersections of race and nationalisms. We will focus on cultural, ideological, analytical, and political tensions between understandings of race and nationalism. Some of the questions we will address are: how have race and nation defined one another? how do racial categories become equated with legitimacy? what methods have scholars used to study race and nationalism? Our readings are interdisciplinary, but we will identify and analyze tensions between race and nationalisms, as well as understandings of the meaning of both race and nationalism, at particular historical moments. Rather than a comprehensive survey of the literature of this vast area of study, we will focus on selected readings that will explore questions of the origin of race and nationalisms, the position and status of a variety of nationalisms and anti-colonial nationalisms; and the contemporary debates over postmodernism, postindustrialism, postcolonialism, and multinationalism.

Course Requirements

1. **General:**
   Faithful attendance and participation in discussions.

2. **Written Work:**

   **First paper**, due week 10: a 2,000-2,500-word (approximately eight- to ten-page) critical analysis of Ali Behdad, *A Forgetful Nation: On Immigration and Cultural Identity in the United States* in which you incorporate all relevant readings, reports, and class discussions from weeks Two, Three, Four, Five, Six, Seven, Eight, Nine, and Ten. Please adhere closely to the required paper length (this is a common length requirement for submissions of review essays for publication in journals).

   **Second paper**, due week 16: a 5,000-word (approximately twenty-page) essay on one of the themes relating to race and nationalisms that we address in this course. Your paper should be based on the seminar readings. It is not intended to be a research paper. You should identify an important question related to race and nationalisms and then develop an argument that addresses your question by drawing on all course readings, student reports, and class discussions. Please adhere closely to the required paper length (this is a common length requirement for submission of shorter articles for publication in journals and anthologies).

3. **Co-Facilitation and In-Class Report:**

   Each week, one student will join me in co-facilitating class discussion. In the week that you co-facilitate, you will also read and report on one of the supplemental readings. Your report should last no more than 15-20 minutes, and it should serve as both an introduction to the book you’ve read and as a springboard for further discussion of the readings assigned to the entire class. In other words, you will be responsible for making connections between the reading you have done on your own and the assigned weekly readings. Your report should: a) give a very brief overview of the book (no more than five minutes); b) situate the book in the historiography of race and nationalisms; and c) evaluate its contribution to our understanding of race and nationalisms. Please adhere closely to the 15-20 minute limit.
Grade Distribution:

- Class Participation (discussion, co-facilitation, report): 50%
- First writing assignment (critical review essay): 20%
- Second writing assignment (article-length paper): 30%

Readings

The following books are available for purchase at the University Bookstore, 711 State Street, and are on reserve in Helen C. White College Library.

Required:

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In addition to the above readings, you will read ten articles (see “Calendar and Reading Assignments” for titles). These are available in a coursepak at Bob’s Copy Shop (Randall Tower, 1314 W. Johnson Street; 251-2936) and will be on reserve in Helen C. White College Library.

Reports (Required Readings; Please select one from the list):


Calendar and Reading Assignments

**Week 1**

**January 17**

Introduction

**Week 2**

**January 24**

“Forgetting ‘the Exclusion of Otherness’”


**Report:** Nina Glick Schiller and Georges Eugene Fouron, *Georges Woke Up Laughing: Long-Distance Nationalism and the Search for Home.*
**Week 3**  
**January 31**  
“Theorizing Race and Nation”  

**Week 4**  
**February 7**  
“Theorizing Race and Racism”  

**Week 5**  
**February 14**  
“Theorizing Nation and Nationalisms”  
Benedict Anderson, *Imagined Communities*.  
**Report:** Emilio Bejel, *Gay Cuban Nation*.

**Week 6**  
**February 21**  
“Sexing Race and Nation”  
Anne McClintock, *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*.  

Week 7  
February 28
“Engendering Nation and Nationalisms”

Tony Ballantyne and Antoinette Burton, eds., *Bodies in Contact: Rethinking Colonial Encounters in World History*.


Week 8  
March 7
“Engendering Race and Nation”


**Report:** Gail Bederman, *Manliness and Civilization*.

Week 9:  
Spring Break

Week 10  
March 21
**Paper Due***

*No class meeting*

Submit paper no later than 4:00 p.m

*Late papers will receive significantly reduced grades; no electronic submissions accepted*

Week 11  
March 28
“Embodying Race and Nation”

Alys Eve Weinbaum, *Wayward Reproductions: Genealogies of Race and Nation*

Week 12:  
April 4
“Shapeshifting Race”

Pablo Mitchell, *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920*.


Week 13
April 11

“Empowering Riffs and Shout Outs”


Week 14
April 18

“Living Dangerously on Racial Borders”

Paul Gilroy, *Small Acts: Thoughts on the Politics of Black Cultures*


Week 15
April 25

“Constructing New Spaces of Hope and Justice”

Nikhil Pal Singh, *Black is a Country: Race and the Unfinished Struggle for Democracy*


Week 16
May 5

Final Paper Due

Submit no later than 2:00 p.m., 4119 Humanities

*late papers receive significantly reduced grades; no electronic submissions accepted