

UNIVERSITY OF WISCONSIN-MADISON

History 943: RACE AND NATIONALISMS: COMPARATIVE AND THEORETICAL PERSPECTIVES

Tu 1:20PM - 3:15PM. Fall 2023
Humanities 5245

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Office hours: Thurs 1-2 p.m. and by appointment
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SYLLABUS

This in-person graduate seminar examines race and nationalism as they interact in several different geographic settings over time. It aims to cultivate a nuanced understanding of how race and nationalism have not only been “factors” in national histories, but also how they have shaped the past in the societies we will study. Our readings and discussions will prompt us to probe how race and nationalism inflect colonialism, racial orders, gender, cultural politics, and foreign relations. Most of our authors are historians but we will also sample selected work in the humanities and social sciences to achieve an enhanced understanding of the many ways that scholars have studied the race and nationalisms nexus.

Learning Outcomes: Through comparative study and engagement with ideas, students will leave the course with a nuanced understanding of how concepts of race and nation have influenced the development of multiple societies in the modern world. They will augment their own specialized subfields by examining how selected historians and social scientists have addressed these subjects.

Credits. The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course’s learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus.

Class requirements are the following: Attendance and participation – 40 percent (including leading class discussion on assigned days)
First paper – 25 percent
Second paper – 35 percent
Attendance and participation – 40 percent (including leading class discussion on assigned days)

Course Description. There are five broad and overlapping themes in the course: 1) racial formation; 2) gendered nationalism 3) diaspora; 4) power; 5) culture. These themes are approximate categories; there are good reasons for classifying many of these works in several of them. The purpose of the themes is to anchor discussion for the readings. Most of the readings are available digitally. I am putting hard copies on reserve. Articles and book chapters are on Canvas.

Classroom policies. The more controversial a subject, the more we need to respect one another's viewpoints. Class discussions can be lively and intense, but they must be diplomatic. Thoughtfully criticize an idea; don't attack the person expressing it. Please turn off cell phones, pagers, and other noisemakers while in class and enter and leave the room quietly at the beginning and end of the session. Anyone needing special accommodations should check with me as soon as possible to arrange for any special needs.

This syllabus says very little about ChatGPT and similar AI bots because I do not believe it will be particularly helpful for students operating at the level of this seminar. Do bear in mind that according to the University's code, (UWS 14.03(1)(a)) certain actions constitute academic misconduct. They are:

An act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

The papers. The first paper is an essay that engages with one of the expansive themes that will have been covered to date. The paper can discuss historical literature but is not a simple book review. Instead it is historiographic in a broad sense. It will be based on your study of the required texts. The length is 10 pages, typed, and double-spaced. Standard conventions of citation apply. Bibliographies are necessary only if you are going to use the parenthetical reference system.

A historiographic paper is not generally based on primary research, although someone doing such research might look to historiography to get a handle on the sources for their topic. Instead, it examines how scholars think about particular issues and how they have presented their evidence. Such essays can do several things: 1) They can survey the scope of historical literature, i. e., how much and what kind of material is available on a particular subject. 2) They can point out the approaches that scholars have taken to historical topics. 3) They can demonstrate how perspectives on historical questions change over time.

In its most formal application, historiography can simplify research by making available to the researcher what is known about the topic, what has been published about it, and what scholars have thought about it to date. This can help the researcher clarify her own thinking about the topic and separate her own perspectives from those of others. Historiography is useful to students in a variety of other humanities and social science disciplines who are interested in the temporal dimension of experience and want to include it in their work.

The second paper is an essay in which you explore a topic of interest to you, drawing on the themes, readings, and discussions that take place during the semester and perhaps relating them to your current research. The length is 12-15 pages. You may link the paper to a research issue that you are working on if you wish, but the paper does not have to be linked to your work outside of this class. You have the option of substituting a much longer seminar paper for the short papers at the end of the semester but bear in mind that such a paper will play the major role

in final evaluation. Please see me if you want to undertake this. A paper like that might be, for example, a draft of an article you're preparing for publication. There is time at the end of the semester for students workshop pertinent papers that they can present to the class to critique. That is entirely voluntary.

It is sometimes more difficult to write short papers like these than lengthy, discursive ones because briefer essays require an economy of language and precise thought. A good short paper quickly identifies the subject matter, the issue or problem being addressed, and the writer's perspective on it. It lays out the scope of the subject, and makes clear what is, and is not, being dealt with.

Discussion. Each student will proctor at least two discussions during the semester, which entails introducing the assigned reading, summarizing its main points and leading discussion on it. *Everyone* is responsible for the readings and discussion, including any days when there is no principal presenter. The seminar format assumes proactivity from students. The professor does not lecture. When you are leading a discussion, you are effectively teaching. It is your job to keep the conversation going, submitting insights of your own when other participants seem to be lagging. Some broad areas to cover when leading the discussion:

- ❖ What the work is about, i.e., topical and chronological scope
- ❖ Who wrote it and why
- ❖ What is the author's main thesis or argument
- ❖ What you can say about the author's research methods
- ❖ What the relationship of the work to other scholarship if known
- ❖ What you liked and disliked about the work and why

These items are a prelude to the discussion. Don't spend more than 15 minutes on them because you'll want to draw out what others think about these. Since it's assumed that everyone has done the reading, there's no need for a lengthy summary.

Readings in alphabetical order:

Jacqueline Nassy Brown, *Dropping Anchor, Setting Sail: Geographies of Race in Black Liverpool* (Princeton NJ: Princeton University Press, 2005) Online - Project Muse eBook

Tina M. Campt, "Diaspora Space, Ethnographic Space: Writing History between the Lines," in *The African-German Experience: Critical Essays*, ed. C. A. Blackshire-Belay (Westport, Conn. Prager, 1996) – posted to Canvas

Roderick Ferguson, "On the Specificities of Racial Formation: Gender and Sexuality in Historiographies of Race," in *Racial Formation in the Twenty-First Century*, ed. Daniel Martinez HoSang, Oneka LaBennett, Laura Pulido (University of California Press, 2012) – posted to Canvas

Keith P. Feldman, *Shadow over Palestine: The Imperial Life of Race in America* (Minneapolis: University of Minnesota Press, 2015) – Online - Proquest E-Book

Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898* (Chapel Hill: University of North Carolina Press, 1999) Online - Proquest E-Book

Priya Kandaswamy, "Gendering Racial Formation," in HoSang et al. – posted to Canvas

Minkah Makalani, "Introduction," pp. 1-9 in special issue, *Diaspora and the Localities of Race*, *Social Text* 27 (1:2009).

Michael Omi and Howard Winant, *Racial Formation in the US*, 3rd ed. (Routledge, 2014) – recommended purchase. UW has only two print copies of this edition. I'll have one put on reserve.

Mary Renda, *Taking Haiti: Military Occupation and the Culture of U. S. Imperialism, 1915-1940* (Chapel Hill: University of North Carolina Press, 2001) - Online - Proquest E-Book

Meredith Roman. "Making Caucasians Black: Moscow Since the Fall of Communism and the Racialization of Non-Russians," *Journal of Communist Studies and Transition Politics* 18 (2:2002): 1-27 - posted to Canvas

Rebecca Scott and Jean Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation* (Cambridge: Harvard University Press, 2012)

Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (University of California Press, 2010 edition)

Michel-Rolph Trouillot, *Silencing the Past* (Beacon Press, 1995. There is a 2015 20th anniversary edition with an introduction by the African Americanist scholar Hazel Carby, but Trouillot's text remains the same. Either edition will suffice.)



Andres Sanchez Gallque, *Three Mulattoes of Esmeralda*, 1599. (Complications of race and nation in colonial Latin America)

COURSE CALENDAR

Note: As this seminar focuses on comparative and theoretical perspectives, calendar entries are topical and don't always follow a neat chronological sequence. Readings will be discussed on the date they appear on this list.

September 12 – Introduction to the course

Reading: no assignment

September 19 – Theme 1 – Racial formation

Reading: *Racial Formation in the United States*, Parts I and II

Professor will not attend

September 26 - Racial formation

Reading: *Racial Formation in the United States*, Part III

October 3 – Racial Formation

Reading: Ferguson, “On the Specificities of Racial Formation; Kandaswamy, “Gendering Racial Formation” in HoSang et al, *Racial Formation in the Twenty-First Century*.

October 10 - Theme 2 – Gendered nationalism

Reading: *Insurgent Cuba*

October 17 – Gendered nationalism

Reading: *Taking Haiti*

October 24 – Theme 3 - Diaspora

Reading: *Freedom Papers*

October 31 - Diaspora

Reading: Makalani, “Introduction; Campt, “Diaspora Space, Ethnographic Space” – Posted to Canvas

Nov. 7 – Diaspora

Reading: *Dropping Anchor, Setting Sail*

November 14 - Theme 4 – Power

Reading: *Carnal Knowledge and Imperial Power*, through Chapter 4

FIRST PAPER DUE

November 21 – Power

Reading: *Carnal Knowledge and Imperial Power*, Chapter 5 to the end.

November 28 – Theme 5 - Culture

Reading: *Shadow over Palestine* – through Chapter 2

December 5 - Culture

Reading: *Shadow over Palestine* – Chapter 3 to the end

December 12 - Summary and Conclusion

Reading: “Making Caucasians Black” - posted to Canvas

Optional paper workshop

SECOND PAPER DUE

Special note about the September 19 meeting: On the first day of class, students will receive a study guide and discussion questions about Omi and Winant’s *Racial Formation*. In the professor’s absence on September 19, you will meet as normally scheduled in Humanities 5245 to discuss this among yourselves. We will fine-tune our observations about that text at the next meeting on September 26.