

Sociology 230B, spring 2015

Rogers Brubaker

Thursday, 12-2:50, Rolfe 3115

Office hours: Tuesday 2-3 or by appointment, Haines 232

website: <https://moodle2.sscnet.ucla.edu/course/view/15S-SOCIOL230B-1>

This is the second quarter of a two-quarter sequence, designed especially for students who are considering taking the field examination in Comparative Ethnicity, Race, and Nationalism. The sequence seeks to "decenter" prevailing American perspectives on ethnicity, race, and nationhood. In the broader literature, these concepts have wider meanings, and theoretical debates have different contours, than in the US. A comparative view helps to place the US experience in a broader context.

The sequence is based on the assumption that ethnicity, race, and nation belong to a broad family of forms of cultural understanding, social organization, and political contestation, all related to perceived similarities and differences of cultural background, social belonging, and political destiny. "Ethnicity" is the broadest term, including almost all of what we mean by "race" and much (but not all) of what we mean by nationhood and nationalism. "Race" is thus conceptualized as a particular form of ethnicity that emerges when phenotype becomes an important diacritical marker of difference. "Nation" -- insofar as it overlaps with ethnicity -- is taken as a specifically modern form of ethnicity that is understood to be based on common history, culture, and political destiny and to justify claims to an autonomous polity.

In earlier versions of 230B, the first half was devoted to core literature on nationalism, the second half to cross-cutting themes pertinent to the study of race, ethnicity, and nationalism. Most of the core literature on nationalism was from the 1980s and 1990s. Subsequently, more interesting work has been done in a variety of cross-cutting research clusters than on nationalism per se. I have therefore reorganized the course to focus on a selection of such clusters.

Initiating discussion

Each week, one student will initiate discussion through a short (no more than 10-15 minute), clearly-focused presentation of key analytical issues. Initiators of discussion should not, if possible, read a written text, and should not summarize the readings; rather, they should bring into focus the key analytical issues raised in the readings and pose analytical questions about or (if they wish) analytical criticisms of the readings.

Weekly memoranda

For each week in which a student is not initiating discussion, except for one "grace week" of the student's choosing, each student will prepare a short memorandum (about 600-800 words) developing, criticizing, or otherwise engaging an analytical issue, question, or problem raised by the readings.

This assignment is intended to inculcate the habit of analytical writing as a regular accompaniment of and counterpoint to reflective reading. The memoranda will not be graded, but their submission is a firm requirement of the course. I will provide brief comments on the memoranda.

There is no right or wrong way to write the weekly memoranda. But here are a few general guidelines.

1. The memoranda should not *summarize* the readings, but should develop an *analytical response* to them.
2. The memoranda need not engage all of the assigned readings. But as a general rule, the memoranda should engage more than a single reading; it is generally good practice to try to tie the readings together in some way or to read some of the readings in relation to or against other readings.
3. If you are so inclined, you may certainly develop a critical response to the readings. But try to read “generously” and to avoid easy or obvious criticisms; try to develop analytically constructive or productive criticisms, rather than criticisms that simply show what is wrong with an argument.

The memoranda will be posted to an Annotation Board on the class web site. The Annotation Board (which differs from the standard Discussion Board) allows students (and the instructor) not only to read but to annotate others’ memoranda by adding footnotes with comments or questions keyed to particular passages in a memorandum.

So as to allow students and instructor ample time to read the memoranda before class, the memoranda are to be posted to the web site **by 8am Thursday** at the latest. Students will be expected to read each other's memoranda before class, and will be encouraged to annotate them.

Final assignment and grades

For the final assignment, there are two options

1. You may choose one topic from among those addressed in the course, read some additional works on that topic (three or four additional articles is sufficient), and write an extended memorandum (about 3000 words) engaging one or more key analytical questions pertaining to that cluster of research.

You should choose which topic you wish to write on by May 8, and you should e-mail me by that date indicating the topic and arranging to meet individually with me during the week of May 11 to discuss the final project. Please keep in mind that this will require some advance planning, especially if you think you might want to write on a topic that will be discussed during the final four weeks.

2. With the permission of the instructor, you may choose to write the final extended memorandum on a topic other than those addressed in 230B, provided

that it is related to the overarching themes of the Comparative Ethnicity, Race, and Nationalism field exam (and provided that you have not written a take-home examination for 230A on this topic). If you wish to pursue this option, you should submit a one-paragraph proposal to me by May 8, and should arrange to meet individually with me the following week to discuss the final project.

In either case, the idea is to write a (small-scale) literature review that identifies key analytical questions in a cluster of research and analyzes and/or critically assesses how those questions are addressed. The final extended memorandum will be due at the end of exam week, on Friday, June 12.

Grades will be based on the weekly memoranda (30%), class participation (20%), and the final extended memorandum (50%).

Readings

Required readings are listed below by week. Readings will be available on the course website.

Reading questions will be posted in advance for each week's reading on the course website.

April 2: Introduction

April 9: Indigeneity and Indigenism

Bowen, John R. 2000. "Should We Have a Universal Concept of 'Indigenous Peoples' Rights'?" *Anthropology Today* 16 (4):12-16.

Kuper, Adam. 2003. "The Return of the Native." *Current Anthropology* 44 (3):389-402. [read **Kuper piece only, not commentaries**]

Tsing, Anna. 2007 . "Indigenous Voice." Pp. 33-67 in *Indigenous Experience Today*, eds. Marisol de la Cadena and Orin Starn. New York: Berg.

Niezen, Ronald. 2000. "Recognizing Indigenism: Canadian Unity and the International Movement of Indigenous Peoples." *Society for Comparative Study of Society and History* 42 (1):119-48. read **119-122 and 139-145 only**.

Kingsbury, Benedict. 1998. "'Indigenous Peoples' In International Law: A Constructivist Approach to the Asian Controversy." *The American Journal of International Law* 92 (3):414-57. **pp 414-28, 433-436, 446-457 only**

Igoe, Jim. 2006. "Becoming Indigenous Peoples: Difference, Inequality, and the Globalization of East African Identity Politics." *African Affairs* 105 (420):399-420.

Yashar, Deborah. 1999. "Democracy, Indigenous Movements, and the Postliberal Challenge in Latin America." *World Politics* 52.1. read **through p.**

96 only [original pagination] - i.e. up to just before section "implications for studying democratic consolidation"

April 16: Differentialism and its discontents: multiculturalism, culturalism, and diversity in European and “classical” countries of immigration.

Vertovec, Steven. 1996. “Multiculturalism, Culturalism and Public Incorporation.” *Ethnic and Racial Studies* 19(1):49–69. **Read pp 49-58 only**

Brubaker, Rogers. 2001. “The Return of Assimilation? Changing Perspectives on Immigration and Its Sequels in France, Germany, and the United States.” *Ethnic and Racial Studies* 24(4):531–48.

Christian Joppke. 2004. “The Retreat of Multiculturalism in the Liberal State: Theory and Policy.” *British Journal of Sociology* 55(2):237–57.

Betz, Hans-Georg. 2003. “Xenophobia, Identity Politics and Exclusionary Populism in Western Europe.” *Socialist Register* 39:193–210.

Koopmans, Ruud. 2013. “Multiculturalism and Immigration: A Contested Field in Cross-National Comparison.” *Annual Review of Sociology* 39(1):147–69.

Faist, Thomas. 2009. “Diversity – a New Mode of Incorporation?” *Ethnic and Racial Studies* 32(1):171–90.

April 23: Language

Brubaker, Rogers. 2015. “Linguistic and Religious Pluralism: Between Difference and Inequality.” *Journal of Ethnic and Migration Studies* 41(1):3–32.

Garvía, Roberto and Thomas Jeffrey Miley. 2013. “‘Linguistic Immersion’ and Political Conflict in Contemporary Catalonia.” *European Journal of Language Policy* 5(1):5–40. **Read pp. 5-9 only as background for Branchadell paper.**

Branchadell, Albert. 2012. “One Nation, One (Common) Language? Language and Nationalism in 21st Century Catalonia.” RECODE Working Paper Series. [pp. 5-9 of Garvía and Miley provide basic background for this paper]

Blommaert, Jan. 2006. “Language Policy and National Identity.” Pp. 238–54 in *An Introduction to Language Policy: Theory and Method*, edited by Ricento, Thomas. Blackwell.

Parijs, Philippe Van. 2000. “The Ground Floor of the World: On the Socio-Economic Consequences of Linguistic Globalization.” *International Political Science Review / Revue internationale de science politique* 21(2):217–33.
Read 217-227 only

In connection with this, read **pp 11-19 of** Van Parijs, Philippe. 2009. “Grab a Territory! How Equal Linguistic Dignity Can Be Reconciled with English Dominance in the European Union.” in *The ties that bind:*

accommodating diversity in Canada and the European Union, edited by John Erik Fossum, Paul Magnette, and Johanne Poirier. Bruxelles, Belgique: P.I.E. Peter Lang.

Laitin, David D. 1989. "Language Policy and Political Strategy in India." *Policy Sciences* 22:415-36

April 30: Religion

Brubaker, introduction to book manuscript in progress on Religion, Language, and the Politics of Difference

Brubaker, Rogers. 2012. "Religion and Nationalism: Four Approaches." *Nations and Nationalism* 18(1):2-20.

Jenkins, Richard. *Rethinking Ethnicity*, Chapter 8.

Friedland, Roger. "Money, Sex and God: The Erotic Logic of Religious Nationalism," focusing on pp. 381-407

Lehmann, David. 1998. "Fundamentalism and Globalism." *Third World Quarterly* 19(1):607-34.

Talal Asad, "Religion, nation-state, secularism," focusing on pp. 188-191, in Peter van der Veer and Hartmut Lehman (eds.), *Nation and Religion: Perspectives on Europe and Asia*. Princeton University Press, 1999.

May 7: Muslims in Europe: the intertwining of religion, ethnicity, race, nationalism, and transnationalism

Brubaker, Rogers. 2013. "Categories of Analysis and Categories of Practice: A Note on the Study of Muslims in European Countries of Immigration." *Ethnic and Racial Studies* 36(1):1-8.

Roy, Olivier. 2004. *Globalized Islam: The Search for a New Ummah*. New York: Columbia University Press. Pp. 17-29, 35-38, and 100-147.

Spielhaus, R. 2010. "Media Making Muslims: The Construction of a Muslim Community in Germany through Media Debate." *Contemporary Islam* 4(1):11-27.

Saunders, R. A. 2008. "The Ummah as Nation: A Reappraisal in the Wake of the 'Cartoons Affair.'" *Nations and Nationalism* 14(2):303-21.

Mepschen, Paul, Jan Willem Duyvendak, and Evelien H. Monkens. 2010. "Sexual Politics, Orientalism and Multicultural Citizenship in the Netherlands." *Sociology* 44(5):962–79.

May 14: Violence

Fearon, James D. and David D. Laitin. 2000. "Violence and the Social Construction of Ethnic Identity." *International Organization* 54(4):845-77.

Fearon, James D. and David D. Laitin. 2003. "Ethnicity, insurgency, and civil war", in *American Political Science Review* 97 (1):1-16.

Wimmer, Andreas. A013. *Waves of War: Nationalism, State Formation, and Ethnic Exclusion in the Modern World*. Cambridge [England] ; New York: Cambridge University Press. Pp 1-17, 23-36

Kalyvas, Stathis N. 2008. "Ethnic Defection in Civil War." *Comparative Political Studies* 41(8) 1043-68.

Gorski, Philip S. and Gülay Türkmen-Derviřođlu. 2013. "Religion, Nationalism, and Violence: An Integrated Approach." *Annual Review of Sociology* 39(1):193–210.

Brubaker, "Religious dimensions of political conflict and violence" [section on modalities and mechanisms and conclusion only, pp 14-31]. Forthcoming, *Sociological Theory*

May 21: Return of biology

Brubaker, "Return of biology." From *Grounds for Difference* (Harvard, 2015)

Nelson, Alondra. 2008. "Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry." *Social Studies of Science* 38(5):759-783

Nash, Catherine. 2012. "Genetics, Race, and Relatedness: Human Mobility and Human Diversity in the Genographic Project." *Annals of the Association of American Geographers* 102(3):667–84.

Nash, Catherine. 2013. "Genome Geographies: Mapping National Ancestry and Diversity in Human Population Genetics." *Transactions of the Institute of British Geographers* 38(2):193–206.

May 28: Counting, categorizing, and classifying

Kertzer, David I. and Dominique Arel. 2002. "Censuses, Identity Formation, and the Struggle for Political Power." Pp. 1–42 in *Census and identity: the politics of race, ethnicity, and language in national census, New perspectives on*

anthropological and social demography, edited by David I. Kertzer and Dominique Arel. Cambridge, UK ; New York: Cambridge University Press.

Loveman, Mara. 2014. *National Colors: Racial Classification and the State in Latin America*. New York, NY: Oxford University Press. Pp. 3-39, 250-252, 278-294, 312-325

Urla, Jacqueline. 1993. "Cultural Politics in an Age of Statistics: Numbers, Nations, and the Making of Basque Identity." *American Ethnologist* 20(4):818-43

Saperstein, Aliya and Andrew M. Penner. 2012. "Racial Fluidity and Inequality in the United States." *American Journal of Sociology* 118(3):676–727. Focus on analytical argument, not details of data analysis

Kukutai, Tahu and Robert Didham. 2012. "Re-Making the Majority? Ethnic New Zealanders in the 2006 Census." *Ethnic and Racial Studies* 35(8):1427–46.

June 4: Interaction, embodiment, performance, everyday life

Billig, Michael. 1995. *Banal Nationalism*. London ; Thousand Oaks, Calif: Sage. Pp. 5-9,37-46,103-109

Brubaker, Rogers et al. 2006. *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town*. Princeton: Princeton University Press. Chapter 7

Löfgren, Orvar. 1989. "The Nationalization of Culture." *Ethnologia Europaea* 19:5–23.

Schwarz, Ori. 2013. "Arab Sounds in a Contested Space: Life Quality, Cultural Hierarchies and National Silencing." *Ethnic and Racial Studies* 37(11):2034–54.

Bailey, Benjamin. 1997. "Communication of Respect in Interethnic Service Encounters." *Language in Society* 26(3):327–56.

Becker, Elisabeth. 2015. "Little of Italy? Assumed Ethnicity in a New York City Neighbourhood." *Ethnic and Racial Studies* 38(1):109–24.