



**Western University**  
**SOCIOLOGY SOC 4420F/9166a 001**  
**Race, Class & Colonialism**  
**September 2016**  
**Tuesdays 9:30am-12-30pm, SSC 5406**

**Instructor: Professor Anton Allahar**

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**Tuesdays 9:30-12:30, SSC-5406**

**DESCRIPTION:**

In most analyses of social inequality the concept of **class** has traditionally been assigned a pivotal role. That concept, however, is ambiguous, and sociologists do not have any clear consensus regarding its most appropriate use. As a consequence, Marxists, Weberians, functionalists and all manner of other sociological thinkers have employed it very selectively in constructing their particular treatments of inequality.

Recently the debate over class has begun to be overshadowed by the renewed popularity of another very ill-defined term: **race**. For while biologists, historians, anthropologists and others have been fighting over the precise numbers and definitions of “races,” the world has been witnessing a wide variety of struggles aimed at securing the self-determination of different peoples, sometimes referred to as “races.” Thus some now claim that the class struggle left off where the “race” struggle began, while others argue that the “race” struggle is contained within the larger class struggle, and still others hold that class inequality is merely one dimension of a more fundamental structure of racial inequality.

But, as was said, “race” is no less contentious a term than is class. And to bedevil further the situation, another concept might be added to the already complex picture --**ethnic group**--, which includes culture, and at times even national origin. How do these central, though ill-defined, concepts impact on sociological analyses of power and inequality dating back to the colonial era? This said, what then is **colonialism**?

This is the subject matter of the present seminar. Using the period of colonial expansion into the New World as our point of departure, and focussing on the institutions and legacies of slavery and indentureship, we will explore the multi-dimensional features of power struggles along lines of class,

“race,” ethnicity, culture, and even nation. Whether speaking historically or contemporaneously, the following questions will guide most of our deliberations: is “race” an epiphenomenon, while class is real? Or is class subsumed by, and hence merely a special instance of “race” and ethnicity? [“The history of all hitherto existing society is the history of class/race/gender struggle!”]

**Prerequisite(s):** *Enrolment in fourth year of one of the Honors Specializations or Honors Double Major in Sociology.*

**Note about Prerequisites**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Learning Outcomes:**

(note: the following apply to all undergraduate and graduate students. Where the expectations of Masters and Doctoral students differ they are indicated.)

- Synthesize and critically evaluate theoretical arguments and published research from a sociological perspective
- Critically engage the competing theoretical schools we have utilized
- Show sound familiarity with the various methods of data that are to be collected to test theory
- Master’s: Understand and critically evaluate current research and scholarship within sociology  
Doctoral: Critically evaluate and apply current research and scholarship within sociology and in one’s area(s) of specialization
- Master’s: Demonstrate an understanding of results from both quantitative and qualitative research and the competent use of different quantitative and/or qualitative research methodologies and designs

Doctoral: Conceptualize, design, and implement original research for the generation of new knowledge, applications, or understanding that makes a sustained, evidence-based, sociological argument and presents ideas, concepts, and results clearly.

- Master’s: Conduct library or archival research and write a theoretically informed research paper (or thesis) that may be regarded as making a contribution to the field.

Doctoral: Produce original research of a quality to satisfy peer review and merit publication

- The ability to separate individual from structural thinking and to move away from essentialist understandings of social phenomena.
- The ability to use history as hindsight to provide insight so we may gain foresight.
- The development of critical thinking, reading and writing skills. This will include self-reflection and the ability to situate the various sociological thinkers in their own times and places.
- Demonstrate an ability to present and discuss ideas clearly and articulately through effective oral and written communication
- Demonstrate an ability to engage in scholarly discussion and debate in formal and informal learning environments. This will require that you state clearly what you are arguing for/against, who will agree/disagree with you, and why.

### **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

#### ***Plagiarism Checking***

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

### **Missed Exams and Late Assignments**

Make-up exams will be granted with approved documentation only. If you have a conflict with one of the exam dates, it is your responsibility to discuss it with the Academic Counseling office at least one week before the regularly scheduled exam and provide documentation of the conflict. If approved, you will be allowed to schedule a make-up exam. If you miss an exam date or the due date for an assignment due to illness or for any other unforeseen reason, you must provide notification of and documentation for the reasons for your circumstances to your Academic Counselor within 48 hours. If

your problem is medical in nature, you should be seen by your doctor on the date of the exam or on the date the assignment is due. If your Academic Counselor agrees that your reasons are legitimate and are supported by your medical doctor's documentation, you will be allowed to write a makeup exam or hand in your assignment at a later date.

### ***Compassionate Grounds***

*Serious Illness of a Family Member:* Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty's Academic Counseling office.

*In Case of a Death:* Inform your instructor as soon as possible and submit a copy of the newspaper notice, death certificate or documentation provided by the funeral director to your home faculty's Academic Counseling office.

### **REQUIRED COURSE READINGS:**

I have endeavoured to keep these readings to a minimum. There is no set time when we will be dealing with them, so I strongly urge you not to wait too long to familiarise yourself with the contents and their intellectual claims.

1. Frantz Fanon, *The Wretched of the Earth* (any edition)
2. Frantz Fanon, *Black Skin, White Masks* (any edition)
3. Custom Course package for SOC 4420F/9166a
4. There are also a number of books on two-hour short term library reserve. You may want to photocopy the relevant chapters/sections as indicated below on the syllabus.

### **RECOMMENDED SEMINAR READINGS:**

As you will no doubt have noted, there are few set texts for this course. This is good news in terms of cost to you, and it is even better news in that you have to spend a good deal of time at the library. I have listed many sources and most of them are only partially required. Before each seminar I will speak with presenters about specific readings.

#### ***Books on library reserve for SOC 4420G/9166b.***

1. John Hope Franklin (ed), *Color and Race*. (This is also available on line at [www.jstor.org/stable/i20027035](http://www.jstor.org/stable/i20027035)). [HT1521.C638 2010](#)
2. Williams, Eric. *Capitalism and Slavery* [HC254.5.W5](#)
3. Bissoondath, Neil. *Selling Illusions: The Cult of Multiculturalism in Canada* [F1035.A1B57 1994](#)
4. Allahaar, Anton L. ed. (2005). *Ethnicity, Class and Nationalism: Caribbean and Extra-Caribbean Dimensions*. [GN564.C37E84 2005](#)

5. Horowitz, Michael M. *Peoples and Cultures of the Caribbean* [F1602.H67](#)
6. La Guerre, John ed. 1974. *Calcutta to Caroni: The East Indians of Trinidad*. London: Longman. [F2119.L33](#)
7. Comitas, Lambros and David Lowenthal (eds). 1973. *Slaves, free men, citizens*. New York: Anchor Books. ([HT1071.C67](#) )

### **Course Pack for SOC 4420G/9166b**

1. Allahar, Anton L. 2011. "Hidden from history: history, memory and the politics of erasure in the Caribbean" (pp.244-269) in *M.G. Smith: Social Theory and Anthropology in the Caribbean and Beyond*. Brian Meeks ed. IRP: Kingston, Jamaica.
2. McIntosh, Peggy. White privilege: unpacking the invisible knapsack. [www.cirtl.net/files/PartI\\_CreatingAwareness\\_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf](http://www.cirtl.net/files/PartI_CreatingAwareness_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf)
3. Davidson, Basil (1992). "Columbus: the bones and blood of racism," in *Race and Class*. (33)3: 17-25.
4. Carew, Jan (1992). "The end of Moorish enlightenment and the beginning of the Colombian era," in *Race and Class*, (33)3: 3-16.
5. Allahar, Anton L. 1993a. "When Black First Became Worth Less" in *International Journal of Comparative Sociology*, Vol.XXXIV.Nos.1-2. 1993.
6. Allahar, Anton and Tunku Varadarajan. 1994. "Differential creolization: East Indians in Trinidad and Guyana." *Indo-Caribbean Review*. (1)2: 123-139).
7. Smith, Anthony D. 1988. "The Myth of the Modern nation and the Myths of Nations." *Ethnic and Racial Studies* (11)1: 1-26.
8. Allahar, Anton L. 1993b. "Unity and Diversity in Caribbean Ethnicity and Culture." in *Canadian Ethnic Studies*. (XXV)1: 70-84.
9. Schissel, Bernard and Terry Wotherspoon. 2010. "The legacy of residential schools," (pp.102-121) in *Inequality in Canada: a reader on the intersections of gender, race, and class*. 2<sup>nd</sup> edition Valerie Zawilski (ed). Toronto: Oxford University Press.
10. Allahar, Anton L. 2010. "The Political Economy of 'Race' and Class in Canada's Caribbean Diaspora." *American Review of Political Economy* (8)2:54-86.

### **Method of Evaluation**

Seminar:	20%
Participation:	15%
Mid-term test:	25%
Essay proposal:	0%
Major Essay:	40%

*Assignment(s)***SEMINAR (20%) AND CLASS PARTICIPATION (15%).**

You will note that I have provided an exhaustive set of readings under each of the seminar topic headings. Although it would be ideal if you could, you are **not** required to read all of these. They are meant to be suggestive of possibilities and to afford you some flexibility or choice in developing your seminar presentations and even your essays. In consultation with me we will agree on the specific readings and questions to be addressed in each seminar.

Since the entire class is expected to do the assigned readings for any given day, detailed summaries of those readings by the presenters are **not** required. Each seminar presentation will run for roughly 2 hours and it is the sole responsibility of the presenter(s) to organise, generate, and lead the discussion during that time. Because participation is absolutely crucial to the success of seminars I will expect full attendance at all such sessions, even if you are not a presenter. Topics will be assigned on the second day of classes, and depending on the size of the class, students may be asked to present more than one seminar. Class participation will be judged largely on the basis of *quality* and *frequency* of contribution. Since this is a seminar course a fair chunk of it ought to be based on what students have to **say**. Seminars and participation together are worth 35% of the grade. Since class participation is absolutely crucial to the success of seminars I will expect full attendance at all such sessions, even if you are not a presenter. Participation is an **active process** so students who show up but fail to become involved in the discussions will be deemed not to have participated. If you had a job to which you showed up every day but did nothing while there, you will not be paid, right? Participation, also, is more than just talking. The **quality of your intervention** is what will be taken into account. Don't squander this 15%.

The seminars will be evaluated on the basis of (a) the quality of the discussion generated; (b) the ability of the presenter(s) to synthesise the assigned material and move beyond it to show its sociological relevance; and (c) the effective use of examples to elucidate arguments. Mere summary of the assigned readings is seriously discouraged.

**IN-CLASS TEST (25%)**

The test will be held in class on **Tuesday November 15<sup>th</sup>**, and will run the entire class period (3 hours). It is all short answer and essay format, and will cover the material from the required readings and lectures up to this point. Two weeks before the test I will give more pointed information on just what types of questions you might expect.

**ESSAY PROPOSAL (0%).**

To ensure that you are on the right track, all essay proposals must be cleared with me. As part of this requirement you must give me a 1-2 page outline of your proposed essay complete with (a) a provisional essay title; (b) a clear statement of your research question; and (c) a statement regarding the sociological relevance of the topic. This proposal is due in class no later than **Tuesday November 8<sup>th</sup>** and I want to see how crisply you are able to formulate your thesis, for this is a good guide to how you will handle the

major essay. Do not submit proposals after this date for they will not be read. Time management is your responsibility and you have 7 weeks advanced notice to prepare this 1-2 page statement. This is designed entirely for your benefit so there are no marks for complying.

**MAJOR ESSAY (40%).**

This is a research essay, which is due in class on **Friday December 02** at noon. You have been given almost 3 months' notice so late papers will not be positively regarded. The essay is not to exceed 15 pages, including references, and must be typed and double-spaced using standard margins. As you will note, this is 5 pages fewer than the standard requirement, and is deliberately designed to cut out the fat (padding) up front! Please note that late papers will be penalised at the rate of 3 marks per day (not 3%) for the first five days (including weekends). Of course medical and other emergencies will be respected provided that proper documentation is provided to and cleared by the dean's office. After the fifth day late papers will not be read. Students who wish to have their essays returned to them with comments must submit 2 copies. While I am prepared to meet and discuss essay topics at any time, please do not ask me to read and comment on first drafts.

**The Essay:** You will be required to take a critical and analytical look at two works of Frantz Fanon: **The Wretched of the Earth**, and **Black Skin, White Masks**. You are to assess Fanon's argument in terms of the central theoretical issues addressed in the course: *the politics of class, race, and national identity in colonial and post-colonial society*. Putting aside the empirical details of his work (the Algerian situation in the late 1950s and early 1960s) what is Fanon's argument? Do you agree? If so, why? If not, why not? Be sure to show how the complementary and contradictory natures of class, racial, ethnic and/or national identities manifested themselves in the colonial setting. It should go without saying that your essay will combine both theoretical claims and empirical observations or cases. There is a rich collection of critical work on Fanon at the library, but unless I give you permission, at least 50% of your bibliography must consist of references listed on this course outline.

Some or all of the following questions are likely to be relevant:

- a) What is ideology? Race? Class? Ethnicity? Nationalism?
- b) Is there a relationship between theories of race/ethnic and class stratification?
- c) Or are those theories mutually exclusive?
- d) Is racial or ethnic attachment primordial?
- e) How are racism and colonialism connected?

As is usually the case, I will be looking for evidence of independent, critical, and creative thinking, as well as the *quality* of research effort expended. Though relevant, the *quantity* of such effort is not an accurate guide to the grade one might expect. Be sure to specify exactly what you are arguing for and against, since without this as a guide, you run the risk of contradicting yourself and confusing the reader.

The following *suggested readings* may prove helpful for those parts of the essay that deal with the issue of ideology, but you are of course free to pursue your own list:

Kenneth Thompson, *Beliefs and Ideology*  
 Karl Mannheim, *Ideology and Utopia*  
 David McLellan, *Ideology*  
 Nicholas Abercrombie, *The Dominant Ideology Thesis*  
 Tom Bottomore, *A Dictionary of Marxist Thought*  
 Anton Allahar, *Sociology and the Periphery*  
 Mostafa Rejai, *Political Ideologies: A Comparative Approach*

## Lecture & Seminar Schedule and Readings

### SYLLABUS

Sept 13      **INTRODUCTION: COURSE ORGANISATION AND GOALS.**

**Please note due date of major essay is December 2<sup>nd</sup> at noon.**

**MAJOR CONCEPTS. Ontological assumptions and the politics of epistemology.**

How to write a research essay; what is expected in the major essay.

LECTURE: **“Positivist History vs. Narrative History”** (Allahar 2011, “Hidden from History” in course pack) and Peggy McIntosh, “White privilege: unpacking the invisible knapsack.” This is available at the following web address:

[www.cirtl.net/files/PartI\\_CreatingAwareness\\_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf](http://www.cirtl.net/files/PartI_CreatingAwareness_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf)

Sept 20      LECTURE: **“What is primordialism and are racism and xenophobia primordial?”**

**Readings:** Shils in Franklin 1968; Isaacs in Franklin 1968. (The Franklin volume is as follows: John Hope Franklin (ed), *Color and Race and is on library reserve*. This volume is also available on line at [www.jstor.org/stable/i20027035](http://www.jstor.org/stable/i20027035)).

Sept 27      LECTURE: **“Columbus, Race, Colonialism and Total War.”**

**Readings:** Basil Davidson, "Columbus: The Bones and Blood of Racism;" Jan Carew “The end of Moorish enlightenment and the beginning of the Columbian era” (both in the course pack).

Oct 4        LECTURE: **“Why is black universally despised? Race, religion and colonialism.”**

**Readings:** Gergen in Frankiln 1968; Bastide in Franklin 1968; Allahar 1993a.

- Oct 11      **LECTURE: “Colonialism as violence.” Colonialism: the economic, political and psychological dimensions.** (*Video: “Race as a floating signifier” – Stuart Hall*).
- Readings:** Fanon, *The Wretched of the Earth* and Fanon, *Black Skin, White Masks*.
- SEMINAR #1** “What is the epidermalization of inferiority?” and how is it tied to white privilege?
- Oct 18      **LECTURE: “The economic basis of colonial empire building.” Internal colonialism, dependency and regionalism in Canada.**
- SEMINAR #2: “How did slavery buttress the development of capitalism?”**
- Readings:** Eric Williams, *Capitalism and Slavery* chapters 1-2; CLR James, 1973; Orlando Patterson 1973; John Stedman 1973 (all in Comitas, Lambros and David Lowenthal on library reserve).
- Oct 25      **LECTURE: “Who were the Indians?”** Indentureship as the new slavery.
- SEMINAR #3: “Are Indians black? Is the Caribbean an African diaspora?”**
- Readings:** Singh, “East Indians and the larger society;” Brereton, “The experience of indentureship: 1845-1917;” and Samaroo “Politics and Afro-Indian Relations in Trinidad” all in *Calcutta to Caroni: The East Indians of Trinidad*. John La Guerre (ed). London: Longman, 1974 on library reserve.
- Nov 1      **Essay proposal due today**
- LECTURE: “Colonialism and the process of differential creolization.”**
- SEMINAR #4: “Is there a Caribbean Culture?”**
- Readings:** Mintz in Horowitz 1971, Allahar 1993b; Allahar and Varadarajan, 1994, in course pack.
- Nov 8      **Ethnicity, Class and Nationalism: the Post-colonial legacy.**
- LECTURE: “Ethnic Entrepreneurship: Afrocentrism and Hindu Racism.”**
- SEMINAR #5: “How are ethnicity and nationalism linked?”**
- Readings:** Smith 1988; Allahar 2005, chs. 1 & 9.
- Nov 15      **IN-CLASS TEST**

Nov 22      **Colonialism, racism and First Nations/Indigenous peoples**

LECTURE: “Continuing colonialism; the Indian Act.”

**SEMINAR #6:** Canada’s shame: Residential Schools and forced assimilation

**Readings:** Schissel, Bernard and Terry Wotherspoon. 2010. “The legacy of residential schools,” (pp.102-121) in *Inequality in Canada: a reader on the intersections of gender, race, and class*. 2<sup>nd</sup> edition Valerie Zawilski (ed). Toronto: Oxford University Press (in course pack).

Nov 29      **Canada’s colonial heritage: multiculturalism vs. assimilation.**

LECTURE: “**Is multiculturalism an antidote to racism, or just an illusion?**”

**Reading:** Bissoondath (1994)

**DEC 2      PLEASE NOTE THAT TODAY IS FRIDAY AND YOUR FINAL ESSAY IS DUE IN MY OFFICE NO LATER THAN NOON TODAY.**

**Dec 6      LECTURE:** “Colonial echoes: Canada’s Caribbean diaspora.” This will include a consideration of primordialism and the politics of diasporic identity.

**Reading:**    Allahar 2010.

**SUMMARY and CONCLUSION.** Students are expected to come to class with a one-page statement that discusses what you will take away from this class. Each person will be expected to speak for 3-5 minutes and a copy of the written statement will be left with me. This will count as part of your participation grade.

**Please check Department of Sociology web site (<http://sociology.uwo.ca/>) for class cancellations or changes**