Course 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.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not 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.

**Antirequisite(s):**

**Learning Outcomes:**
Bearing in mind that this is a split level course my expectations of honours and graduate students will differ mainly in the quality of work assigned. The number of assignments will be the same for all students.

- By the end of the course I will expect that all students will understand the difference between individualistic, volitional thinking and structural, sociological thinking.
- Students will have developed a healthy respect for history and will be able to separate positivistic versions of historical truth from narrative versions of it.
- The concept of ‘race’ will be understood as socially constructed and we will learn that for sociological analysis, biological ‘race’ is a meaningless concept.
- We will discover that racism did not cause slavery, but rather that racism was the outcome of slavery.
- Students will learn what theories are and what the process of theorizing involves. And related to this, they will understand how to use data to test theory.
- Students will appreciate Canada’s place both as a former colony and as itself a colonizer.
- Students will be invited to travel intellectually to countries outside the North American and Western European orbit and will be expected to transcend the traditionally narrow, ethnocentric content of their previous learning.
- All will have a better sense of the ways in which colonial capitalism conditioned the shape and form of globalized capitalism today.

Honours undergraduate students will be expected to demonstrate familiarity with basic sociological theories, concepts and qualitative methods, and to show that they are able to think sociologically about any number of topics and themes related to, and suggested by the course content. The success of this will be measured by their choice of the theme for their major research paper and its execution.

Graduate students will be evaluated on the basis of the foregoing plus their ability to synthesis existing knowledge and move beyond that to suggest new and innovative ways of approaching old questions. In their seminar presentations and research essays they must show me that they are capable of working independently with ideas. For whereas undergraduate teaching is concerned with *sharing* knowledge, graduate learning is about *generating* new knowledge.

These are fine qualitative distinctions, but after 39 years of teaching at this level I think I am able to make them.
Required Text(s):
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 them.

2. Frantz Fanon, The Wretched of the Earth (any edition)
3. Frantz Fanon, Black Skin, White Masks (any edition)
4. Custom Course package for SOC 4420F/9166a

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 4420F/9166a.
1. John Hope Franklin (ed), Color and Race. (This is also available on line at http://www.jstor.org/stable/i20027035).
2. Eric Williams, Capitalism and Slavery
3. Manuel Moreno Fraginals, The Sugar Mill
4. Neil Bissoondath, Selling Illusions: The Cult of Multiculturalism in Canada
7. M.M. Horowitz. Peoples and Cultures of the Caribbean

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Method of Evaluation:

Seminar 20%
Class participation 15%
Mid-term test 25%
Essay proposal 0%
Major Essay 40%

**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 24th, 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 10th 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 the last day of class, Tuesday December 8th, and is not to exceed 15 pages, typed and double-spaced. 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 not be well regarded. 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:


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

Important Policies

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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea 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 scholastic offence (the Scholastic Offence Policy can be viewed 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 detection of plagiarism. All papers submitted for such checking 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 (http://www.turnitin.com).

**Policy on Laptops and other Electronics/Phones in Class:**

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

**Policy on Accommodation for Medical Illness**

Western’s policy on Accommodation for Medical Illness can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

**Accessibility Options:**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: http://www.registrar.uwo.ca/examinations/accommodated_exams.html

**Mental Health**

Students who are in emotional/mental distress should refer to Mental Health@Western (http://www.health.uwo.ca/mental_health/) for a complete list of options how to obtain help.
Course Schedule:

Sept. 15
INTRODUCTION: COURSE ORGANISATION AND GOALS. 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)

Sept. 22
LECTURE: “Primordialism: is racism natural learned?” “Primordialism and the politics of diasporic identity.”

“Are Racism and Xenophobia Primordial?” (Shils in Franklin 1968; Isaacs in Franklin 1968).

Sept. 29
LECTURE: “Columbus, Race, Colonialism and Total War.” 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. 06

Oct. 13
LECTURE: “Colonialism as violence.” Colonialism: the economic, political and psychological dimensions. (Fanon, Wretched of the Earth).

SEMINAR #1 “How are colonialism and democracy reconciled: the role of ideology.”

Oct. 20
LECTURE: “Colonialism: the psychological dimension.” “What is the epidermalization of inferiority? (Fanon, Black Skin, White Masks)

SEMINAR #2: Did slavery cause racism, or vice versa? (Williams, Capitalism and Slavery; Manuel Moreno Fraginals, The Sugarmill. Part 1).

Oct. 27

SEMINAR #3: “Turning the tables: how the East views the West.” (Buruma and Margalit, 2004).

Nov. 03
LECTURE: “Who were the Indians?” Indentureship as the new slavery.

Nov. 10  
**Essay proposal due today**

**LECTURE:** “Colonialism and the process of differential creolization.”

**SEMINAR #5:** “Is there a Caribbean Culture?” (Mintz in Horowitz 1971, Allahar 1993b).

Nov. 17  
**Ethnicity, Class and Nationalism: the Post-colonial legacy.**

**LECTURE:** “Ethnic Entrepreneurship: Afrocentrism and Hindu Racism.”

**SEMINAR #6:** “How are ethnicity and nationalism linked?” (Smith 1988; Allahar 2005, chs. 1 & 9).

Nov. 24  
**IN-CLASS TEST.**

Dec. 01  
**Canada’s colonial heritage: multiculturalism vs. assimilation.**

**LECTURE:** “Is multiculturalism an antidote to racism?” (Allahar 2010).

**SEMINAR #7:** Is multiculturalism an illusion that is being sold to Canadians? (Bissoondath 1994; Allahar 2010).

Dec. 08  
**Final Essay is due today.**

**Canada’s continuing shame**


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