Course Outline and Reading List

The first part of the module explores the construction of race and ethnicity, and how these concepts have affected the modern world. Students will gain an overview of various approaches to 'race' and learn to situate race and ethnicity within social, political and economic processes. The module will examine recent developments in immigration, racism, and the politics of multiculturalism and integration, both in Ireland and in Europe. As part of this, we will look at how race and ethnicity intersects with culture, state, gender, and nation. We will discuss the continuing prevalence of colonial discourse in a globalised world and the emergence of Islamophobia. We will also ask if it is possible to move 'beyond race' to a 'colour blind' society and look at both the potential and problems of anti-racism.

The first four lectures question concepts such as 'race', ethnicity, and identity, viewing them as socially constructed and represented, and examines how these representations occur. While we deal with general theoretical issues, students are encouraged to apply their learning to contemporary representations of 'race' and their own experiences.

The next four lectures examine the logic and practices of racial systems and how modern states deal with migration and difference. We discuss issues such as immigration, integration, assimilation, interculturalism and current debates in Europe surrounding multiculturalism.

The last four lectures challenge the concepts discussed early in the lecture series (race, identity, ethnicity) as well as the traditional responses to difference. This allows for an alternative understanding of the issues surrounding race and racism, as well as opening up more questions in the future.

Timetabling

Lectures are at 10-11 am, Friday. Room 2041A Arts Block.

Tutorials/Seminars are at the following times:

- Monday 12:00  3-4 Fosters Place, Rm.1.16
- Tuesday 14:00  Goldsmith Building, Goldsmith Hall
- Tuesday 18:00  College Green, Room 3
- Wednesday 11:00  Arts Block, Rm. 5025

Lectures begin in the first week of Michaelmas Term (Friday 27th September) and seminars in the second week.
All students are expected to attend lectures and seminars, and take part in a group presentation at one of the seminars. The seminars focus on relating popular representation of race/ethnicity/identity to a theoretical understanding of the issues.

Your TA for seminars is Vanessa Stout.

**Learning Objectives**

On successful completion of this module, you will be able to:

- critically theorise and contextualise race and ethnicity;
- intersect race with culture, state, gender, nation, globalisation and the 'war on terror';
- apply a race critical theory approach, and with particular reference to Ireland;
- discuss recent socio-political developments in relation to immigration, asylum, racism and citizenship;
- critically discuss the concept of identity, hybridity as well as other aspects of postmodernity;
- enhance your writing, debating and presentation skills.

**Assessment**

Students are expected to attend both lectures and seminars, and to actively contribute to the seminars – bringing in media clips, media stories etc. Assessment for part one of the module will be based on an essay with reference to the ideas learned in the course. The essay is to be submitted on Turnitin and to the departmental office. Essay length is 2,500 words and students are expected to follow the style guidelines in the student handbook.

**Readings**

Students are required to do at least one reading for the lecture and one for the tutorial. You are also expected to read around the topic – both from the list of recommended readings and on media stories on issues of race, immigration etc. While there are no textbooks for the module, the following resources will be extensively used.


The most important readings are posted on Blackboard.

** indicates a particularly useful reading among the supplementary reading lists
Class 1. What is race and racism? Race critical theories
We all ‘know’ what race and ethnicity is. But how do we know these concepts? Do we really know what racism is? This class introduces the course and discusses approaches to studying race and racism.

Required reading for lecture:
Full lecture: [http://www.youtube.com/view_play_list?p=9F57C5B178A98750&search_query=stuart+hall%3A+race+the+floating+signifier](http://www.youtube.com/view_play_list?p=9F57C5B178A98750&search_query=stuart+hall%3A+race+the+floating+signifier)

Seminar 1: Students to be assigned to seminar groups
What is race and what is ethnicity? Is there a difference?

Required reading for seminar:

Supplementary reading (optional but useful)

Class 2. Identity and ethnicity
In the modern world, identity is becoming increasingly important. This session asks why this is, and what people mean by identity. We look at how this view of identity shapes the way we understand ethnicity and race, and we examine how states have drawn upon a sense of common racially based identity to constitute ‘the people’.

Required reading for lecture:

Continued../
Seminar 2:
Why is identity so important in the modern world? What effects do the growth of ‘identity politics’ have?

Required reading for seminar:

Supplementary reading (optional but useful)


Class 3. The body, gender and race.
This session examines how race as a category is still being read off the body. We look at how race is represented and how it is experienced, asking the question that W.E.B. du Bois posed, ‘How does it feel to be a problem?’ We also look at the intersectionality between race and gender, especially the relationship between nationalism and gender patterning.

Required reading for lecture:
Fanon, Frantz ‘The fact of blackness’ in Black Skins, White Masks
also in Les Back and John Solomos (eds.) 2000. Theories of Race and Racism. London: Routledge

Seminar 3: Give examples of how gender and race intersect from the media. How do we represent the ‘other’ in ads, films, TV programmes?

Required reading for seminar:
Supplementary reading (optional but useful)


Yuval-Davis, Nira. 1997. Gender and Nation. SAGE. (Chapters 1/4)


Class 4. Reading Race: discourse analysis and media representations

How is race represented in the media and how can we best analyse this? This session discusses the basics of discourse analysis, and seeks to use this to analyse the often hidden ways in which race and racism are portrayed and normalised in the media.

Required readings for lecture:


Seminar 4

Can you think of examples how national identity and daily life intersect? Do they reinforce gender stereotyping, as Bilig argues? Do you agree with Crowley and Titley that certain types of racism is normalised in the media?

Required reading for seminar:


Supplementary reading (optional but useful)


Class 5. Race and State. Boundary maintenance and immigration

The increase of racism in Western Europe has been linked to a growth in immigration, leading often to a simplistic equation of immigrants and disorder. This lecture examines migration and migration regimes in Western Europe with particular reference to Ireland. This session posits immigration as replacing race in political parlance, discussing the role immigration is playing in racialising political culture across Europe.

Required reading for lecture:
Kundnani, Arun. 2007. The End of Tolerance: Racism in 21st Century Britain. Pluto Press, Chapter 4: ‘We are here because you are there pp 55-71 and chapter 9: ‘Migration and the market-state’, pp. 141-152

Seminar 5:
• Do ‘we’ need immigration controls?

Required reading for seminar:

Supplementary reading (optional but useful)
http://www.mrci.ie/media/128716146816_HIDDEN_MESSAGES_OVERT_AGENDAS.pdf.


Sutcliffe, Bob. 2001. ‘Migration and citizenship: why can birds, whales, butterflies and ants cross international frontiers more easily than cows, dogs, and human beings?’ in Subatra Ghatak and Anne Showstack Sassoon (Eds), *Migration and Mobility: the European Context*.


**Class 6. The Irish experience of race and racism**

This session traces the historical development of race and racism in Ireland. It examines the racialisation of the Irish, and the way that Irish people and the Irish state responded to immigration to this country. We also look at the growth of anti–traveller racism in Ireland.

**Required reading:**
Keohane, Kieran, and Carmen Kuhling. 2007. ‘Chapter 3 Culture: Race and Multiculturalism in Ireland’ in *Cosmopolitan Ireland: Globalization and Quality of Life* Pluto Press

**Seminar 5:**
Have Irish experiences of being treated as racially inferior and uncivilized in the past affected present day public opinions on immigrants and Irish Travellers?

Is there a link between race and class in the formation of state policy on immigration?

**Required reading for seminar:**

**Supplementary reading (optional but useful)**


Fanning, Brian. 2002 ‘Chapter 2: Nation-building and exclusion’ in Racism and Social Change in Ireland. Manchester University Press,

WEEK 7 (November 4-8) IS READING WEEK

Class 7. Antisemitism and Islamophobia

In this class we examine the genocidal logic of race which was applied to European Jews, and discuss the present day position of Muslims in the light of efforts to build a ‘safe European home’. We look at the growth of anti-Muslim racism in Europe in light of the global war on terror. The session links immigration policies with anti-terror legislation, racism and the state.

Required reading for lecture:

Seminar 6
• How are Muslims represented in the media?
• Why has regulating the veil become such an important political issue in Europe, as opposed to the US?

Required reading for seminar:
Malik, Maleiha. 2007. ‘Muslims are now getting the same treatment Jews had a century ago’ The Guardian 2 February 2007 http://www.guardian.co.uk/commentisfree/2007/feb/02/comment.religion1


Supplementary reading (optional but useful)


Fekete, Liz. 2004. Anti-Muslim racism and the European Security state Race and Class 46(1) 3-29


Class 8. Multiculturalism, assimilation, interculturalism and ‘integration’

Can we deal with difference through multicultural policies? Is assimilation a better way to integrate foreigners? Or are these the wrong questions to ask, creating an ‘us’ and ‘them’ situation? This session asks what we mean by multiculturalism and what is the modern ‘crisis of multiculturalism’.

Required reading:

Seminar 8:
In reality, is there any substantive difference between policies for assimilation and integration? Why is there a backlash against multiculturalism?

Required reading for seminar:

Supplementary reading (optional but useful)


Class 9. Colonialism, developmentalism and racism

Nowadays, Rudyard Kipling’s idea that colonialism is a burden that white colonisers nobly shoulder is derided. However there is an uncomfortable similarity between some of Kipling’s sentiments and modern day development practice. This class looks at how the practices of aid and development, as well as ‘humanitarian intervention’ and asks to what extent they challenge poverty and deprivation, and to what extent they are dependent on and perpetuate notions of white Western superiority.

Required reading for lecture:

Seminar 9
Do the practices of NGOs promote racist concepts of ‘developing’ countries, or do they promote notions of global solidarity? Bring in examples to support your argument.

Is there a way to ‘do development’ without also ‘doing racism’?

Required reading for seminar:
**Supplementary reading (optional but useful)**


**Class 10. Beyond race? hybridity, diaspora and cosmopolitanism**

This class looks at alternative ways of thinking about difference and identities and asks if it is possible to move beyond race – or do alternative theories fail to accurately describe the social facts of race and ethnicity? Another question is whether these alternatives in fact rely upon a hidden sense of race and belonging to ground themselves in.

**Required reading for lecture 10:**


**Seminar 10**

Do diaspora theories accurately describe diaspora subjects? Consider with reference to the Irish diaspora. Are cosmopolitanism and post-racism simply means for white people to ignore their racial privileges?

**Required reading for seminar:**


**Supplementary reading (optional but useful)**


Brennan, Timothy. 2001. Cosmo-Theory The South Atlantic Quarterly 100 (3):659-691


http://www.stanford.edu/dept/HPS/Haraway/CyborgManifesto.html

Class 11. The problems and possibilities of anti-racism

In this final session we review the course and in the light of what we have learnt, we look at the difficulties and possibilities of an anti-racist vantage point.

We also discuss the essay topics and the criteria for assessing assignments.

**Required reading for lecture:**

Floya Anthias and Cathy Lloyd. 2001. ‘Fighting Racisms: Defining the territory’ in Floya Anthias and Cathy Lloyd *Rethinking Anti-racism: From Theory to Practice* London: Routledge,

**Supplementary reading (optional but useful)**


