

University of Wisconsin at Madison
College of Letters and Science



SOCIOLOGY 922

900 922-001 SEM (84345)

864 922-001 SEM (84785)

4 Credit Hours

**“ETHNORACIALITY AND ORDER
IN SETTLER AND COLONIAL SOCIETIES”**

with

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Associate Professor

Department of African American Studies,
Department of Sociology,
Institute for Diversity Science,
Center for Demography and Ecology.

Course schedule: Wednesdays from 2:30p to 5:00p.

Office Location and Hours:
Sewell Social Sciences Building, Office 4448
Hours: Mondays and Thursdays 10:00a to 12-noon
Calendly: <https://calendly.com/ifatunji>
Email: ifatunji@wisc.edu

Course Abstract

The study of ‘race and ethnicity’ is a key distinguishing feature of American sociology and the social sciences more broadly, and yet we continue to debate the precise nature and function of these constructs in our societies. One of the primary reasons for ongoing disagreement and confusion is that far too many social scientists forgo advanced study in these areas, relying instead on the *lay* or ‘taken-for-granted’ definitions and theories frequently rehearsed across various (news) media sources. This course is therefore presented as an ‘intervention’ that seeks to provide an advanced review of the state-of-the-art in these areas and is intended to serve and support those seeking to develop into expert thinkers in this foundation line-of-inquiry in the social sciences. The course proceeds in three parts. In Part I, we will review the long history of different ontological approaches in the study of race and ethnicity, concluding with an argument for a new ontology -- *ethnoraciality*. In Part II, we shift from a focus on the nature of ethnoraciality to a review of theories on how race, ethnicity, or ethnoraciality contribute to the social, political and economic ordering of societies. This part includes review of all major levels of analysis (i.e., individual-, meso- and societal or macro) and seeks to provide students with the necessary tools for identifying the central fault lines and functioning of *ethnoracial orders* throughout the world. Finally, in Part III, we contend with the recently re-emergent argument that *human migration* is the *fundamental cause* of all racial, ethnic, or ethnoracial antagonisms and conflicts within and across nations and societies. While the course relies mostly on the United States as its case study, we also consider these and related dynamics in other countries, as the goal is to develop key historical, ontological and theoretical insights that students can apply broadly across their research interests and agendas. After completing the course, students will be able to proficiently reckon with the conceptual nuances and theoretical complexities involved in the study of, “Ethnoraciality and Order in Settler and Colonial Societies.”

Instructor

The Instructor for the course is Mosi Adesina Ifatunji, Ph.D. Mosi is a Philosopher, Social Scientist and Associate Professor in the [Department of African American Studies](#) and the [Department of Sociology](#) at the University of Wisconsin at Madison, where he is also an Affiliate in the Department of [African Cultural Studies](#), the [Integrated Liberal Studies Program](#), the [African Studies Program](#), the [Institute for Diversity Science](#), the [Center for Demography and Ecology](#) and the [Center for Demography of Health and Aging](#). He is also a Faculty Associate at the [Program for Research on Black Americans](#), which is located in the [Research Center for Group Dynamics](#), at the [Institute for Social Research](#) at the University of Michigan at Ann Arbor; and a Research Scientist at the [Institute for Research on Race and Public Policy](#) at the University of Illinois at Chicago. Before joining the faculty at Madison, he held teaching and faculty appointments

at Ann Arbor (at the [Summer Program](#) in Quantitative Methods of Social Research at the Inter-university Consortium for Political and Social Research) and the University of North Carolina at Chapel Hill (in the Department of Sociology, at the Institute for African American Research and at the Carolina Population Center).

His teaching and research includes two lines of inquiry. First, for more than two decades, he has studied race, ethnicity, migration and the research methods that social scientists use to study population conflict, inequality and stratification. His primary efforts in this area have been to parse and develop ontologies and theories for the identification of racial and ethnic groups and the reasons for inequality and stratification between these kinds of population groups. More specifically, he has studied the relative positioning and success of African Americans and Black immigrants in the United States and leveraged this empirical work to develop and advance the idea of 'ethnorace' (and its corollaries: ethnoraciality and ethnoracism). His second line of inquiry brings together his lifelong interests in theology, philosophy and science. This work begins with a critique of the practice of these disciplines in 'the West.' In response to Immanuel Kant and his attempts to parse or separate the study of metaphysics (theology and philosophy) from that of physics (science and technology), he is developing an integrated or non-Dual synthesis of these disciplines by drawing on the more holistic approaches found among ancient human populations. Currently, he is working on deriving mathematical theorems and proofs from ancient cultural practices and texts (e.g., from Ifa in West Africa and Yoga in South Asia) to author more 'humanistic algorithms.'

Course Citation

Ifatunji, Mosi Adesina. 2025. *Ethnoraciality and Order in Settler and Colonial Societies*. Department of African American Studies, Department of Sociology, College of Letters and Sciences, University of Wisconsin at Madison.

Land Acknowledgement

The University of Wisconsin at Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk. This history of colonization informs our shared future of collaboration and innovation. Today, UW Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

Ethnic Studies Requirement

This course meets all of the requirements for Ethnic Studies. First, the course offers a review of the history of race, ethnicity and racism in the United States and connects this history to the present. That is, the readings from the textbook focus mostly on the history, while the lectures actively link this historical context to state-of-the art theories and analysis of the current nature of racial and ethnic inequalities in the United States. Second, the course intentionally reviews competing perspectives. This means that students will be exposed to perspectives with which they are not already familiar. Finally, since the course focuses on the histories and current experiences of people from different racial or ethnic groups, students that complete the course will be more aware of the histories and current conditions of different groups.

Classroom Format

The course meets once a week for two and a half hours. Each class meeting includes three parts: participant presentations, discussion, and summary comments by the Instructor. Each meeting will begin with at least one presentation by one of the course participants on the readings for that class meeting. Presentations will be about 10 minutes. Presenters will summarize the assigned reading, explain the central argument, review a few key points of evidence in support of the central argument, offer discussion questions and answer questions posed by other course participants. Questions and answers provided by course participants and the Instructor will serve as the basic framework for classroom discussions. The discussion will be both descriptive and analytic. After presentation and discussion, the Instructor will offer a summary that situates the readings in relation to other literature and the larger context for the topic of the day.

Instructional Mode

This course meets in person. However, if necessary, the Instructor might occasionally provide instruction online via Zoom.

Course Preparation

The course requires a substantial amount of reading. Although this time will vary for each student and assignment, each class requires about 8 hours of preparation. Students should complete the readings on the schedule for the day they are on the schedule. This means that students will complete the reading before each class. Students are to take notes on the readings and prepare several questions or “talking points” for discussion.

Course Evaluation

There are two components to participant evaluation. First, the Instructor will evaluate participant presentations. The evaluation will be based on the accuracy of the summary, the ability of the participant to explain the central argument and/or evidence contained in the reading, the ability to answer questions about the reading and the professional manner in which the summary is presented. Second, participants will write a final paper. The final paper will be no more than 25 pages (not including references) and will show proficiency in the argument presented in the course (through agreement or disagreement). Students can format the final paper as an independent essay, a journal manuscript, or a dissertation proposal or chapter. All participants must consult with the Instructor to determine the charter of their final paper.

Communications

Correspondence with the Instructor is encouraged. Although most emails are promptly returned, all emails will be returned within 48 hours. All students are welcome to attend office hours. To ensure that the Instructor is not meeting with other students when you arrive, students should schedule their meetings prior to attending office hours. If the scheduled times do not work (due to class or work schedules), we will work to schedule a meeting time outside of office hours. Scheduled meetings are for 20-minute blocks of time. To schedule a meeting with the Instructor, please click [here](#).

Statement on Developing Events

We often hear of racially and/or ethnically inflected events in the news. While it is understandable that students would want to focus classroom discussion on these events as they arise, given the frequency of these events, such a practice would likely result in a less than complete review of the history of racial and/or ethnic relations and the various theories that seek to frame or explain the path to the present day. Moreover, a focus on recent events and the daily news in the classroom runs the risk of re-directing the class toward yet another instance where our learning is far too heavily influenced by “the social commentary and public opinion that we often find in newspapers and on social media” (as mentioned in the course abstract). Therefore, while this class concerns race, ethnicity and racism in the United States, the general approach to classroom discussion is to focus on the readings and lecture material. The goal is to provide students with the ability to interpret current events on their own, not for the Instructor to interpret current events *for* students.

Honor, Ethics and Integrity

<https://conduct.students.wisc.edu/>

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s

academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure of the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review.

Students with Disabilities

<https://mcburney.wisc.edu/>

From the McBurney Disability Resource Center: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform Instructors of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. We will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

Diversity and Inclusion

<https://diversity.wisc.edu/>

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals... The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”

Documenting Class Meetings

Recording classroom meetings is prohibited unless students request written permission from the Instructor. This includes audio and video.

Required Books

Omi, Michael and Howard Winant. 1986 [2014]. *Racial Formation in the United States: From the 1960s to the 1990s*. New York, New York: Rutledge.

Almaguer, Tomas. 1994. [*Racial Fault Lines: The Historical Origins of White Supremacy in California*](#). Berkeley and Los Angeles, California: University of California Press.

Mills, Charles W. 1997. [*The Racial Contract*](#). Ithaca and London: Cornell University Press.

Bobo, Lawrence D. and Mia Tuan. 2006. *Prejudice in Politics: Group Position, Public Opinion and the Wisconsin Treaty Rights Dispute*. Cambridge and London: Harvard University Press.

Grading

Classroom Presentations	25 Percent
Term paper	75 Percent

A = 93 – 100; AB = 88 – 92; B = 83 – 87; BC = 78 – 82; C = 70 – 77; D = 60 – 69; F = 0 – 59. Late assignments will result in a lower grade.

PRE TEXT(S)

All too often, students begin classes like these a-historically. These readings **are not required** but will allow students to familiarize themselves with the nature of the sociohistorical world, just prior to where and when the course begins. The readings review the race construct prior to modernity and are organized by publication date.

Readings

Snowden, Frank M. 1970. [*Blacks in Antiquity; Ethiopians in the Greco-Roman Experience*](#). Cambridge, Massachusetts: Belknap Press of Harvard University Press.

Liggio, Leonard P. 1976. "[English Origins of Early American Racism](#)." *Radical History Review* 1976(11):1-36. doi: 10.1215/1636545-1976-11-1.

Wolf, Eric R. 1982. [*Europe and the People without History*](#). Berkeley, CA: University of California Press.

Patterson, Orlando. 1982 [2018]. [*Slavery and Social Death: A Comparative Study*](#). Cambridge, Massachusetts and London, England: Harvard University Press.

Diop, Cheikh Anta and Yaa-Lengi Meema Ngemi. 1991. [*Civilization or Barbarism: An Authentic Anthropology*](#). Chicago, Illinois: Chicago Review Press.

McKee, James B. 1993. *Sociology and the Race Problem: The Failure of a Perspective*. Urbana, Illinois: University of Illinois Press.

Hahn, Thomas. 2001. "[The Difference the Middle Ages Makes: Color and Race before the Modern World](#)." *Journal of Medieval and Early Modern Studies* 31(1):1-37.

Isaac, Benjamin. 2006. [*The Invention of Racism in Classical Antiquity*](#). Princeton, New Jersey: Princeton University Press.

Thomas, James M. 2010. "[The Racial Formation of Medieval Jews: A Challenge to the Field](#)." *Ethnic and Racial Studies* 33(10):1737-55. [18]

Lovejoy, Arthur O. 2011. [*The Great Chain of Being: A Study of the History of an Idea*](#). Transaction Publishers.

McCoskey, Denise Eileen. 2012. *Race: Antiquity and Its Legacy*. New York, NY: Oxford University Press.

Sussman, Robert W. 2014. "Early Racism in Western Europe." Pp. 11-42 in [*The Myth of Race: The Troubling Persistence of an Unscientific Idea*](#): Harvard University Press. [31]

Heng, Geraldine. 2018. [*The Invention of Race in the European Middle Ages*](#): Cambridge University Press.

Schuller, Kyla author. 2018. [*The Biopolitics of Feeling: Race, Sex, and Science in the Nineteenth Century*](#). Durham, North Carolina: Duke University Press.

Lopez-Jantzen, Nicole. 2019. "Between Empires: Race and Ethnicity in the Early Middle Ages." *Literature Compass* 16(9-10):e12542.

Whitaker, Cord J. author. 2019. [*Black Metaphors: How Modern Racism Emerged from Medieval Race-Thinking*](#). Philadelphia, Pennsylvania: University of Pennsylvania Press.

PART I

ONTOLOGIES FOR RACE, ETHNICITY AND ETHNORACIALITY

Social scientists have played a significant role in the development of ontologies for race and ethnicity. Indeed, one of the primary differences between American sociology and its European progenitor is its central concern with race and ethnicity. In Part I of this course we focus on the conceptualization of race and ethnicity and the practice of naming and describing different racial and/or ethnic populations. After reviewing the ways in which sociologists, demographers and others in the social sciences have conceptualized and named these populations, we then turn to an ontology for the study of race and ethnicity that looks to reconcile central tensions in the study of race and ethnicity.

Week 1 – January 22

“Introductions”

Required Readings [116]:

Schmitt, Frederick F. 1994. "Socializing Epistemology: An Introduction through Two Sample Issues." Pp. 1-28 in *Socializing Epistemology: The Social Dimensions of Knowledge*. Lanham, Maryland: Roman and Littlefield Publishers.

Emirbayer, Mustafa and Matthew Desmond. 2012. "[Race and Reflexivity](#)." *Ethnic and Racial Studies* 35(4):574-99. [25]

Morning, Ann. 2017. "[Race and Rachel Doležal](#)." *Contexts* 16(2):8-11. [3]

Brubaker, Rogers. 2016. "[The Dolezal Affair: Race, Gender, and the Micropolitics of Identity](#)." *Ethnic and Racial Studies* 39(3):414-48. [34]

Saperstein, Aliya and Andrew M. Penner. 2012. "[Racial Fluidity and Inequality in the United States](#)." *American Journal of Sociology* 118(3):676-727. [51]

D’Vera Cohn. 2014. [Millions of Americans changed their racial or ethnic identity from one census to the next](#). PEW Research Center. [3]

Related Literature

[“Who gets to define your race”](#) (Video)

[“Egyptian Immigrant Wants to be Reclassified as Black”](#)

[“There is no comparison between transgender people and Rachel Dolezal”](#)

[“Getting a clearer view of a white woman’s black deception”](#)

Haney Lopez, Ian F. 1996. [White by Law: The Legal Construction of Race](#). New York and London: New York University.

Harris, David R and Jeremiah Joseph Sim. 2002. "Who Is Multiracial? Assessing the Complexity of Lived Race." *American Sociological Review* 67(4):614-27. doi: 10.2307/3088948.

Rockquemore, Kerry Ann and David Brunsma. 2002. "[Socially Embedded Identities: Theories, Typologies, and Processes of Racial Identity among Black/White Biracials](#)." *The Sociological Quarterly* 43(3):335-56.

Rockquemore, Kerry Ann. 2005. "[Forced to Pass and Other Sins against Authenticity](#)." *Women & Performance: A Journal of Feminist Theory* 15(29):17-31.

Mihoko Doyle, Jamie and Grace Kao. 2007. "[Are Racial Identities of Multiracials Stable? Changing Self-Identification among Single and Multiple Race Individuals](#)." *Social Psychology Quarterly* 70(4):405-23.

Panter, A. T., Charles E. Daye, Walter R. Allen, Linda F. Wightman and Meera E. Deo. 2009. "[It Matters How and When You Ask: Self-Reported Race/Ethnicity of Incoming Law Students](#)." *Cultural Diversity and Ethnic Minority Psychology* 15(1):51-66. doi: 10.1037/a0013377.

Noymer, Andrew, Penner, Andrew M & Saperstein, Aliya. 2011. [Cause of death affects racial classification on death certificates](#). PLoS One 6: e15812.

Rich, Camille Gear. 2013. "[Elective Race: Recognizing Race Discrimination in the Era of Racial Self-Identification](#)." *Georgetown Law Journal* 102(2013-2014):1501-72.

Hobbs, Allyson Vanessa author. 2014. [A Chosen Exile: A History of Racial Passing in American Life](#). Cambridge, Massachusetts: Harvard University Press.

Liebler, Carolyn A., Renuka Bhaskar and Sonya R. Porter 2016. "[Joining, Leaving, and Staying in the American Indian/Alaska Native Race Category between 2000 and 2010](#)." *Demography* 53(2):507-40.

Liebler, Carolyn A., Sonya R. Porter, Leticia E. Fernandez, James M. Noon and Sharon R. Ennis. 2017. "[America’s Churning Races: Race and Ethnicity Response](#)

[Changes between Census 2000 and the 2010 Census.](#)" *Demography*
54(1):259-84.

Irizarry, Yasmiyn, Ellis P. Monk and Ryon J. Cobb. "[Race-Shifting in the United States: Latinxs, Skin Tone, and Ethnoracial Alignments.](#)" *Sociology of Race and Ethnicity* 0(0):23326492221114813.

Week 2 – January 29

“Race, Religion and Science”

Required Readings [230]:

Lombardo, Paul A. 1982. "[The Great Chain of Being and the Limits to the Machiavellian Cosmos](#)." *Journal of Thought* 17(1):37-52. [15]

Fredrickson, George M. 2002. "[Religion and the Invention of Racism](#)." Pp. 15-48. *Racism: A Short History*. Princeton University Press. [33]

Berkhofer, Robert F. 1978. [The White Man's Indian: Images of the American Indian from Columbus to the Present](#). New York, New York: Vintage Books. (Part 1 and 2). [67]

Jordan, Winthrop D. 1968. [White over Black: American Attitudes toward the Negro, 1550-1812](#). Charlotte, NC: University of North Carolina Press. (Chapters 1 and 2). [100]

Bernasconi, Robert. 2001. "Who Invented the Concept of Race: Kant's Role in the Enlightenment Construction of Race." Pp. 11-36 in [Race](#). Malden, Massachusetts: Blackwell Publishers. [15]

Related Literature:

[“The skull maps that quantified racism”](#)

Kant, Immanuel. 1777. "Of the Different Human Races." Pp. 8-22 in [The Idea of Race](#). Indianapolis, IN: Hackett Publishing.

Coon, Carleton S. 1972 [1939] . *The Races of Europe*: Westport, Conn. : Greenwood Press.

Gossett, Thomas F. 1965. [Race: The History of an Idea in America](#). New York, New York: Schocken.

Jennings, Francis. 1976 [1975]. [The Invasion of America: Indians, Colonialism, and the Cant of Conquest](#). Chapel Hill, NC: University of North Carolina at Chapel Hill.

Banton, Michael P. 1977. [The Idea of Race](#). Boulder, Colorado: Westview Press.

Sanders, Ronald. 1978. [Lost Tribes and Promised Lands: The Origins of American Racism](#). New York, New York: HarperPerennial.

- Ama, P. F., J. A. Simoneau, M. R. Boulay, O. Serresse, G. Theriault and C. Bouchard. 1986. "[Skeletal Muscle Characteristics in Sedentary Black and Caucasian Males](#)." *Journal of Applied Physiology* 61(5):1758-61. doi: 10.1152/jappl.1986.61.5.1758.
- Pieterse, Jan Nederveen. 1992. [White on Black: Images of Africa and Blacks in Western Popular Culture](#): Yale University Press.
- Hannaford, Ivan. 1996. [Race: The History of an Idea in the West](#). Baltimore, Maryland: Woodrow Wilson Center Press; Order from the Johns Hopkins University Press.
- Gould, Stephen Jay. 1996. [The Mismeasure of Man](#). New York, New York: Norton & Company.
- Eze, Emmanuel Chukwudi. 1997. [Race and the Enlightenment: A Reader](#). Cambridge, MA: Wiley-Blackwell.
- Suminski, R. R., R. J. Robertson, F. L. Goss and S. Arslanian. 2000. "[Peak Oxygen Consumption and Skeletal Muscle Bioenergetics in African-American and Caucasian Men](#)." *Med Sci Sports Exerc* 32(12):2059-66.
- Baker, Lee D. 1998. [From Savage to Negro: Anthropology and the Construction of Race, 1896-1954](#). Berkeley, CA: University of California Press.
- Allen, Theodore W. 2012. [The Invention of the White Race \(Volumes 1 and 2\)](#). New York and London: Verso.
- Mikkelsen, Jon M. 2012. [Kant and the Concept of Race: Late Eighteenth-Century Writings](#). Albany, New York: State University of New York Press.
- Strong, Pauline Turner. 2013. [American Indians and the American Imaginary: Cultural Representation across the Centuries](#). Boulder, Colorado: Paradigm Publishers.
- Templeton, Allan R. 2013. "[Biological Races in Humans](#)." *Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences* 44(3):262-71. doi: 10.1016/j.shpsc.2013.04.010.
- Hayes, Katherine Howlett. 2014. [Slavery before Race: Europeans, Africans, and Indians at Long Island's Sylvester Manor Plantation, 1651-1884](#): NYU Press.
- Nirenberg, David. 2014. "[Was There Race before Modernity? The Example of](#)

[“Jewish” Blood in Late Medieval Spain.](#)” Pp. 169-90 in *Neighboring Faiths: Christianity, Islam, and Judaism in the Middle Ages and Today*. Chicago, Illinois: University of Chicago Press.

Tatum, Dale Craig. 2017. "[Donald Trump and the Legacy of Bacon’s Rebellion.](#)" *Journal of Black Studies* 48(7):651-74.

Hochman, Adam. 2019. "[Is “Race” Modern?: Disambiguating the Question.](#)" *Du Bois Review: Social Science Research on Race* 16(2):647-65.

Keel, Terence author. 2020. [Divine Variations: How Christian Thought Became Racial Science](#). Stanford, California: Stanford University Press.

Everson, David W. 2021. "[Narrating the Territorial Foundations of Privilege: Racial Discourse and Indigenous Peoples.](#)" *Sociology of Race and Ethnicity* 8(1):213-28. doi: 10.1177/23326492211043908.

Hunt, Larry L. 2021. "[In Search of a Color Line: An Examination of Colonial Law in Virginia.](#)" *Du Bois Review: Social Science Research on Race* 18(2):203-19.
Park, Wongi. 2021. "[The Blessing of Whiteness in the Curse of Ham: Reading Gen 9:18–29 in the Antebellum South.](#)" *Religions* 12(11):928. doi: <https://doi.org/10.3390/rel12110928>.

Balogun, Bolaji. 2022. "[Race, Blood, and Nation: The Manifestations of Eugenics in Central and Eastern Europe.](#)" *Ethnic and Racial Studies* 45(13):2478-85.

Davis-Delano, Laurel R, Renee V Galliher and Joseph P Gone. 2023. "[The Same Old Story: Cultivation of the Warrior Stereotype of American Indians.](#)" *International Journal of Communication* 17: 4645–66.

Turda, Marius. 2024. "Eugenics and the Racialisation of ‘White Eastern Europeans’." *Cultural Sociology* x(x):xx-xx. doi: 10.1177/17499755231214595.

Week 3 – February 5

“Race, Blood and Genetics”

Required Readings [405]:

Gravlee, Clarence. 2009. “[How Race Becomes Biology: Embodiment of Social Inequality](#).” *American Journal of Physical Anthropology* 139: 47-57.

Fujimura, Joan H, Deborah A Bolnick, Ramya Rajagopalan, Jay S Kaufman, Richard C Lewontin, Troy Duster, Pilar Ossorio and Jonathan Marks. 2014. “[Clines without Classes: How to Make Sense of Human Variation](#).” *Sociological Theory* 32:208-27.

Conley, Dalton and Jason Fletcher. 2017. [The Genome Factor: What the Social Genomics Revolution Reveals About Ourselves, Our History, and the Future](#): Princeton University. [Chapters 1, 2, 3 and 5: 89]

Related Literature:

“[The Difference Between Us](#)” (Video)

Pickering, Charles. 1838 [1842]. *The Races of Man: And Their Geographical Distribution*. Boston, Massachusetts: Charles C. Little and James Brown.

Scarr, Sandra, Andrew J. Pakstis, Solomon H. Katz and William B. Barker. 1977. “[Absence of a Relationship between Degree of White Ancestry and Intellectual Skills within a Black Population](#).” *Human genetics* 39(1):69-86.

Jackson, Fatimah L. 1992. “[Race and Ethnicity as Biological Constructs](#).” *Ethnicity & Disease* 2(2):120-25.

De Montellano, Bernard R. Ortiz. 1993. “[Melanin, Afrocentricity, and Pseudoscience](#).” *American Journal of Physical Anthropology* 36(S17):33-58.

Brown, Ryan A. and George J. Armelagos. 2001. “[Apportionment of Racial Diversity: A Review](#).” *Evolutionary Anthropology* 10:34-40.

Rosenberg, Noah A., Jonathan K. Pritchard, James L. Weber, Howard M. Cann, Kenneth K. Kidd, Lev A. Zhivotovsky and Marcus W. Feldman. 2002. “[Genetic Structure of Human Populations](#).” *Science* 298(5602):2381-85.

Duster, Troy. 2003. [Backdoor to Eugenics](#). New York, New York: Rutledge.

Corander, Jukka, Patrik Waldmann, Pekka Marttinen and Mikko J. Sillanpää.

2004. "[Baps 2: Enhanced Possibilities for the Analysis of Genetic Population Structure](#)." *Bioinformatics* 20(15):2363-69.

Tang, Hua, Tom Quertermous, Beatriz Rodriguez, Sharon L R Kardia, Xiaofeng Zhu, Andrew Brown, James S Pankow, Michael a Province, Steven C Hunt, Eric Boerwinkle, Nicholas J Schork and Neil J Risch. 2005. "[Genetic Structure, Self-Identified Race/Ethnicity, and Confounding in Case-Control Association Studies](#)." *American Journal of Human Genetics* 76:268-75.

Rosenberg, Noah A., Saurabh Mahajan, Sohini Ramachandran, Chengfeng Zhao, Jonathan K. Pritchard and Marcus W. Feldman. 2005. "[Clines, Clusters, and the Effect of Study Design on the Inference of Human Population Structure](#)." *PLoS genetics* 1(6):e70.

Rawlings, A.V. 2006. "[Ethnic Skin Types: Are There Differences in Skin Structure and Function?](#)" *International journal of cosmetic science* 28(2):79-93.

Koenig, Barbara A., Sandra Soo-Jin Lee and S. Richardson Sarah. 2008. [Revisiting Race in a Genomic Age](#). New Brunswick, New Jersey: Rutgers University Press.

Li, Jun Z., Devin M. Absher, Hua Tang, Audrey M. Southwick, Amanda M. Casto, Sohini Ramachandran, Howard M. Cann, Gregory S. Barsh, Marcus Feldman, Luigi L. Cavalli-Sforza and Richard M. Myers. 2008. "[Worldwide Human Relationships Inferred from Genome-Wide Patterns of Variation](#)." *Science* 319(5866):1100-04.

Tishkoff, Sarah A., Floyd A. Reed, Françoise R. Friedlaender, Christopher Ehret, Alessia Ranciaro, Alain Froment, Jibril B. Hirbo, Agnes A. Awomoyi, Jean-Marie Bodo, Ogobara Doumbo, Muntaser Ibrahim, Abdalla T. Juma, Maritha J. Kotze, Godfrey Lema, Jason H. Moore, Holly Mortensen, Thomas B. Nyambo, Sabah A. Omar, Kweli Powell, Gideon S. Pretorius, Michael W. Smith, Mahamadou A. Thera, Charles Wambebe, James L. Weber and Scott M. Williams. 2009. "[The Genetic Structure and History of Africans and African Americans](#)." *Science* 324(5930):1035-44.

Ho, Arnold K., Jim Sidanius, Daniel T. Levin and Mahzarin R. Banaji. 2011. "[Evidence for Hypodescent and Racial Hierarchy in the Categorization and Perception of Biracial Individuals](#)." *Journal of Personality and Social Psychology* 100(3):492-506.

Roberts, Dorothy E. 2011. [Fatal Invention: How Science, Politics, and Big Business Re-Create Race in the Twenty-First Century](#). New York, New York: New Press. [316]

- Shiao, Jiannbin Lee, Thomas Bode, Amber Beyer and Daniel Selvig. 2012. "[The Genomic Challenge to the Social Construction of Race](#)." *Sociological Theory* 30(2):67-88.
- Jablonski, Nina G. 2012. [Living Color: The Biological and Social Meaning of Skin Color](#): University of California Press.
- Phelan, J. C., B. G. Link and N. M. Feldman. 2013. "[The Genomic Revolution and Beliefs About Essential Racial Differences: A Backdoor to Eugenics?](#)". *American Sociological Review* 78:167-91.
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PART II

THEORIES OF ETHNORACIAL ORDERS

After re-conceptualizing race and ethnicity within the broader construct of ethnoraciality, we now root ethnoraciality in White Supremacy. White Supremacy serves as the foundation for European settler colonies. The principle argument during this part of the course is that race, democracy, and capitalism were introduced into human societies during the Enlightenment and therefore these constructs are mutually constitutive. That is, since the Enlightenment begins with the development of social contractarian thought and since we might best understand the social contract as a 'racial contract,' then the basic precepts of citizenship, democracy and capitalism are also rooted in White supremacy and racism. After developing a concept of White supremacy that reflects this historical understanding, we then differentiate this construct from notions of racial attitudes, prejudice, and racism.

Week 6 – February 26

“Ethnoracial Orders”

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Week 7 – March 5

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Week 9 – March 19

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Schumann, Howard, Charlotte Steeh, Lawrence Bobo and Maria Krysan. 1997. *Racial Attitudes in America: Trends and Interpretations*. Cambridge, Massachusetts: Harvard University Press.

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Sears, David O. and P.J. Henry. 2003. "[The Origins of Symbolic Racism](#)." *Journal of Personality & Social Psychology* 85:259-275.

Blank, Rebecca, Marilyn Dabady and Constance Citro 2004. "Theories of Discrimination." Pp. 55-70 in [*Measuring Racial Discrimination*](#). Washington, D.C.: The National Academies Press.

Fiske, Susan T., Amy J. C. Cuddy and Peter Glick. 2007. "[Universal Dimensions of Social Cognition: Warmth and Competence](#)." *Trends in Cognitive Sciences* 11(2):77-83.

Payne, B. Keith, Heidi A. Vuletich and Jazmin L. Brown-Iannuzzi. 2019.
"[Historical Roots of Implicit Bias in Slavery](#)." *Proceedings of the National Academy of Sciences* 116(24):11693-98.

Week 10 - Spring Break (March 22-31)

Week 11 – April 2

“Ethnoracial Social Structures”

Required Readings [103]:

Reskin, Barbara F. 2012. "[The Race Discrimination System](#)." *Annual Review of Sociology* 38:17-35. [18]

Bonilla-Silva, Eduardo. 1997. "[Rethinking Racism: Toward a Structural Interpretation](#)." *American Sociological Review* 62(3):465-80. [15]

Rodriguez, Dylan. 2011. "White Supremacy as Substructure: Toward a Genealogy of Racial Animus, from 'Reconstruction' to 'Pacification'." Pp. 47-76 in [State of White Supremacy: Racism, Governance, and the United States](#). Stanford, California: Stanford University Press. [29]

Jung, Moon-Kie. 2011. "[Constituting the U.S. Empire-State and White Supremacy: The Early Years](#)." Pp. 1-26 in *State of White Supremacy: Racism, Governance, and the United States*. Stanford, California: Stanford University Press. [26]

Related Literature:

Du Bois, W.E.B. 1935. *Black Reconstruction in America*. New York, New York: Russell & Russell.

Gunnar, Myrdal. 1944. [An American Dilemma: The Negro Problem and Modern Democracy](#). New Brunswick, New Jersey: Transaction Publishers.

Frazier, Franklin. 1957. [Black Bourgeoisie](#): Simon and Schuster.

Carmichael, Stokely and Charles V. Hamilton. 1967. *Black Power: The Politics of Liberation in America*. New York, New York: Random House.

Blauner, Robert. 1972. *Racial Oppression in America*. New York, New York: Harper & Row.

Sidanius, Jim and Felicia Pratto. 1999. [Social Dominance: An Intergroup Theory of Social Hierarchy and Oppression](#). Cambridge, Massachusetts: Cambridge University Press.

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Woodward, C Vann. 2002. [*The Strange Career of Jim Crow*](#). New York, New York: Oxford University Press.

Left Quarter Collective. 2009. "[White Supremacist Constitution of the Us Empire-State: A Short Conceptual Look at the Long First Century](#)." *Political Power and Social Theory* 20:167-200.

Tuck, Eve and K. Wayne Yang. 2012. "[Decolonization Is Not a Metaphor](#)." *Decolonization: Indigeneity, Education & Society* 1(1):1-40. doi: <https://jps-library-utoronto-ca.ezproxy.library.wisc.edu/index.php/des/article/view/18630>.

Baker, Regina S. 2021. "[The Historical Racial Regime and Racial Inequality in Poverty in the American South](#)." *American Journal of Sociology* xx(xx):xx. doi: <http://www.lisdatacenter.org/wps/liswps/820.pdf>.

Dennis, Alexis C., Esther O. Chung, Evans K. Lodge, Rae Anne Martinez and Rachel E. Wilbur. 2021. "[Looking Back to Leap Forward: A Framework for Operationalizing the Structural Racism Construct in Minority and Immigrant Health Research](#)." *Ethnicity and Disease* 31(Suppl 1):301-10. doi: 10.18865/ed.31.S1.301.

Hansen, Peo. 2021. "[Decolonization and the Spectre of the Nation-State](#)." *The British Journal of Sociology*. doi: <https://doi.org/10.1111/1468-4446.12909>.

Week 12 – April 9

“Ethnoracial Localities”

Required Readings:

Tuttle, Steven. 2022. "[Towards a Theory of the Racialization of Space](#)." *American Behavioral Scientist*:00027642211066051. doi: 10.1177/00027642211066051. [20]

Payne, B. Keith, Heidi A. Vuletich and Kristjen B. Lundberg. 2017. "[The Bias of Crowds: How Implicit Bias Bridges Personal and Systemic Prejudice](#)." *Psychological Inquiry* 28(4):233-48. doi: 10.1080/1047840X.2017.1335568. [15]

Ray, Victor. 2019. "[A Theory of Racialized Organizations](#)." *American Sociological Review* 84(1):26-53. doi: 10.1177/0003122418822335. [27]

Alston, Mackenzie, William A. Darity, Catherine C. Eckel, Lawrence McNeil and Rhonda Sharpe. 2022. "[The Effect of Stereotypes on Black College Test Scores at a Historically Black University](#)." *Journal of Economic Behavior & Organization* 194:408-24. [16]

Ifatunji, Mosi Adesina and Ted Mouw. 2021. "Racialized Differences in Earnings Growth within White(r) Firms: Testing a Theory of Organizational Ethnoracism." *Unpublished Manuscript* xx(xx):xx-xx.

Related Literature:

Collins, Sharon. 1983. "[The Making of the Black Middle-Class](#)." *Social Problems* 30(4):369-82.

Collins, Sharon M. 1989. "[The Marginalization of Black Executives](#)." *Social Problems* 36(4):317-31.

Collins, Sharon. 1997. *Black Corporate Executives: The Making and Breaking of the Black Middle-Class*. Philadelphia, Pennsylvania: Temple University Press.

Reitman, Meredith. 2006. "[Uncovering the White Place: Whitewashing at Work](#)." *Social & Cultural Geography* 7(2):267-82. doi: 10.1080/14649360600600692.

Moore, Wendy Leo. 2007. [Reproducing Racism: White Space, Elite Law Schools and Racial Inequality](#). New York, New York: Rowman & Littlefield Publishers.

Lipsitz, George. 2007. "[The Racialization of Space and the Spatialization of Race Theorizing the Hidden Architecture of Landscape](#)." *Landscape Journal*

26(1):10-23. [13]

Wingfield, Adia Harvey. 2010. "[Are Some Emotions Marked “Whites Only?” Racialized Feeling Rules in Professional Workplaces.](#)" *Social Problems* 57(2):251-68.

Neely, Brooke and Michelle Samura. 2011. "[Social Geographies of Race: Connecting Race and Space.](#)" *Ethnic and Racial Studies* 34(11):1933-52. doi: 10.1080/01419870.2011.559262.

Nkomo, Stella M and Akram Al Ariss. 2014. "[The Historical Origins of Ethnic \(White\) Privilege in Us Organizations.](#)" *Journal of Managerial Psychology* 29(4):389-404.

Wingfield, Adia Harvey and Renée Skeete Alston. 2014. "[Maintaining Hierarchies in Predominantly White Organizations: A Theory of Racial Tasks.](#)" *American Behavioral Scientist* 58(2):274-87.

Wooten, Melissa E. 2015. [In the Face of Inequality: How Black Colleges Adapt.](#) New York, New York: State University of New York Press.

Sewell, Abigail A. 2016. "[The Racism-Race Reification Process: A Mesolevel Political Economic Framework for Understanding Racial Health Disparities.](#)" *Sociology of Race and Ethnicity* 2(4):402-32. doi: 10.1177/2332649215626936.

Wooten, Melissa E and Lucius Couloute. 2017. "[The Production of Racial Inequality within and among Organizations.](#)" *Sociology Compass* 11(1):e12446.

Ferguson, John-Paul and Rembrand Koning. 2018. "[Firm Turnover and the Return of Racial Establishment Segregation.](#)" *American Sociological Review* 83(3):445-74.

Moore, Wendy Leo. 2020. "[The Mechanisms of White Space\(S\).](#)" *American Behavioral Scientist* 64(14):1946-60. doi: <https://doi.org/10.1177/0002764220975080>.

Wingfield, Adia Harvey and Koji Chavez. 2020. "[Getting in, Getting Hired, Getting Sideways Looks: Organizational Hierarchy and Perceptions of Racial Discrimination.](#)" *American Sociological Review* 85(1):31-57. doi: <https://doi.org/10.1177/0003122419894335>.

Grove, Tara Leigh. 2021. "[Sacrificing Legitimacy in a Hierarchical Judiciary.](#)" *Columbia Law Review* 121.

Bonilla-Silva, Eduardo and Crystal E. Peoples. 2022. "[Historically White Colleges](#)

[and Universities: The Unbearable Whiteness of \(Most\) Colleges and Universities in America.](#)" *American Behavioral Scientist*:00027642211066047. doi: 10.1177/00027642211066047.

Graetz, Nick, Courtney E. Boen and Michael H. Esposito. 2022. "[Structural Racism and Quantitative Causal Inference: A Life Course Mediation Framework for Decomposing Racial Health Disparities.](#)" *Journal of Health and Social Behavior*:00221465211066108. doi: 10.1177/00221465211066108.

Arredondo, Aaron and Juan Jose Bustamante. 2022. "[White Spaces in Brown\(Ing\) Places: Toward the Spatialization of Critical Immigration Studies.](#)" *Ethnic and Racial Studies*:1-23.

PART III

HUMAN MIGRATION AS THE FUNDAMENTAL CAUSE

We could fill entire libraries with investigations that describe the extent of inequality or disparity between ethnoracial groups. Now that we have developed a better understanding of ethnoraciality and order, we will begin to investigate how these ideas underwrite the formation of inequality in the United States. While we will not examine any specific form of inequality, we will review how new populations are incorporated into existing ethnoracial orders so that we might see the creation and transformation of ethnoracially ordered societies.

Week 13 – April 16

“Colonialism and Slavery”

Required Readings: [295]

Patterson, Orlando. 1982 [2018]. “[Authority, Alienation and Social Death](#).” In *Slavery and Social Death: A Comparative Study*. Second Edition. Cambridge and London: Harvard University Press. [42]

Blauner, Robert. 1969. “[Internal Colonialism and Ghetto Revolt](#).” *Social Problems* 16(4):393-408. [15]

Grosfoguel, Ramón & Georas, Chloe S. 2000. “[Coloniality of power” and racial dynamics: Notes toward a reinterpretation of Latino Caribbeans in New York City](#).” *Identities* 7: 85-125. doi: 10.1080/1070289X.2000.9962660. [40]

Almaguer, Tomas. 1994. [Racial Fault Lines: The Historical Origins of White Supremacy in California](#). Berkeley and Los Angeles, California: University of California Press. [213]

Reviewed Literature:

Domínguez, Virginia R. 1986. *White by Definition: Social Classification in Creole Louisiana*. New Brunswick, New Jersey: Rutgers University Press. [277]

Montejano, David. 1987. [Anglos and Mexicans in the Making of Texas, 1836-1986](#). Austin, Texas: University of Texas Press.

Schafer, Judith Kelleher. 2003. *Becoming Free, Remaining Free: Manumission and Enslavement in New Orleans, 1846-1862*: LSU Press.

- Steinmetz, George. 2005. "[Return to Empire: The New U.S. Imperialism in Comparative Historical Perspective](#)." *Sociological Theory* 23(4):339-67.
- Jung, Moon-Kie. 2006. [Reworking Race: The Making of Hawaii's Interracial Labor Movement](#). New York, New York: Columbia University Press.
- Loveman, Mara and Jeronimo O Muniz. 2007. "[How Puerto Rico Became White: Boundary Dynamics and Intercensus Racial Reclassification](#)." *American Sociological Review* 72(6):915-39.
- Torruella, Juan R. 2007. "[The Insular Cases: The Establishment of a Regime of Political Apartheid](#)." *U Pa J Int'l L* 29(2):283-347. [64]
- Mora, Anthony P. 2011. [Border Dilemmas: Racial and National Uncertainties in New Mexico, 1848–1912](#): Duke University Press.
- Baldoz, Rick. 2011. [The Third Asiatic Invasion: Migration and Empire in Filipino America, 1898-1946](#): NYU Press.
- Aspinall, Peter J. 2014. "[Transcending Blackness: From the New Millennium Mulatta to the Exceptional Multiracial](#)." *Ethnic and Racial Studies* 37:850-51. doi: 10.1080/01419870.2013.831934.
- Aslakson, Kenneth R. 2014. *Making Race in the Courtroom: The Legal Construction of Three Races in Early New Orleans*: NYU Press.
- Sluyter, Andrew, Case Watkins, James P Chaney and Annie M Gibson. 2015. [Hispanic and Latino New Orleans: Immigration and Identity since the Eighteenth Century](#): LSU Press.
- Steinmetz, George. 2014. "[The Sociology of Empires, Colonies, and Postcolonialism](#)." *Annual Review of Sociology* 40(1):77-103. doi: 10.1146/annurev-soc-071913-043131.
- Zien, Katherine A. 2017. [Sovereign Acts: Performing Race, Space, and Belonging in Panama and the Canal Zone](#): Rutgers University Press.
- Locke, Joseph L. 2018. "[The Heathen at Our Door: Missionaries, Moral Reformers, and the Making of the “Mexican Problem”](#)." *Western Historical Quarterly* 49(2):127-53.

Week 14 – April 23

“Immigration and Migration”

Fox, Cybelle and Thomas A. Guglielmo. 2012. "[Defining America's Racial Boundaries: Blacks, Mexicans, and European Immigrants, 1890–1945.](#)" *American Journal of Sociology* 118(2):327-79. [52]

Ngai, Mae M. 2004. [Impossible Subjects: Illegal Aliens and the Making of Modern America](#). Princeton, New Jersey: Princeton University Press. [224]

Reviewed Literature:

[“Why is Trump punishing South Africa and who are the Afrikaners he wants to give refugee status to?”](#)

Lieberson, Stanley. 1980. [A Piece of the Pie: Blacks and White Immigrants since 1880](#). Berkeley, Los Angeles and London: University of California Press.

Saks, Karen Brodtkin. 1994. "How Did Jews Become White Folks?" Pp. 78-102 in *Race*, edited by S. Gregory and R. Sanjek. New Brunswick, NJ: Rutgers University Press.

Ignatiev, Noel. 1995 [2009]. *How the Irish Became White*. Milton Park, UK: Routledge.

Bashi, Vilna and Antonio McDaniel. 1997. "[A Theory of Immigration and Racial Stratification](#)." *Journal of Black Studies* 27(5):668-82.

Waters, Mary C. 1999. [Black Identities: West Indian Immigrant Dreams and American Realities](#). Cambridge, MA: Harvard University Press.

Graham, Hugh Davis. 2002. *Collision Course: The Strange Convergence of Affirmative Action and Immigration Policy in America*. New York, New York: Oxford University Press.

Guglielmo, Thomas A. 2003. [White on Arrival: Italians, Race, Color and Power in Chicago, 1890-1945](#). Oxford: Oxford University Press.

Jung, Moon-Kie. 2009. "[The Racial Unconscious of Assimilation Theory](#)." *Du Bois Review* 6(2):375-95.

Guaktieri, Sarah M. A. 2009. [Between Arab and White: Race and Ethnicity in the Early Syrian American Diaspora](#). Berkeley and Los Angeles, California: University of California Press.

Roth, Wendy. 2012. [*Race Migrations: Latinos and the Cultural Transformation of Race*](#): Stanford University Press.

Molina, Natalia. 2013. [*How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*](#). Los Angeles and Berkeley, California: University of California Press.

Treitler, Vilna Bashi. 2015. "[Social Agency and White Supremacy in Immigration Studies](#)." *Sociology of Race and Ethnicity* 1(1):153-65. [12]

Sáenz, Rogelio and Karen Manges Douglas. 2015. "[A Call for the Racialization of Immigration Studies on the Transition of Ethnic Immigrants to Racialized Immigrants](#)." *Sociology of Race and Ethnicity* 1(1):166-80.

Brown, Hana and Jennifer A Jones. 2015. "[Rethinking Panethnicity and the Race-Immigration Divide an Ethnoracialization Model of Group Formation](#)." *Sociology of Race and Ethnicity* 1(1):181-91.

Vari-Lavoisier, Ilka and Susan T. Fiske. 2021. "[Making Sense of One Another While Crossing Borders: Social Cognition and Migration Politics](#)." *The ANNALS of the American Academy of Political and Social Science* 697(1):7-14.

Callister, Adam Henry, Quinn Galbraith and Alexandra Carlile. 2022. "[Politics and Prejudice: Using the Term “Undocumented Immigrant” over “Illegal Immigrant”](#)." *Journal of International Migration and Integration* 23(2):753-73.

Week 15 – April 30

Present and Workshop Final Papers