

**International Studies 380**  
**Social Theory and Cultural Diversity (Section 01)**  
**Fall 2006**  
**Tuesdays & Thursdays**  
**11:00-12:15pm**  
**Hanes Hall- Rm. 0306**

Instructor: Sebastian Cobarrubias  
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Office Hours: Monday 12:30-2pm and by appointment

**Course Description and Goals**

One of the main goals of this course is to understand how concepts of "diversity" and "difference" have been constructed in different places throughout the history of the modern era. What kinds of "work" do these notions of difference do? What kind of societies, peoples, and communities do they produce or maintain? How are boundaries set up between "us" and "them"? What are some of the fundamental connections of our notions of cultural diversity with relations of power?

In this course "cultural diversity" will be understood in multiple ways. It can include: race, ethnicity, nationhood, coloniality, gender, sexuality, class, religion, citizenship, ideology, development and a host of others. Of course we won't be able to cover all of these categories individually during the time frame of this course. Rather, we will try to acquire concepts and tools that will help us understand how these different categories emerge and what results they may have.

During the semester, we will see how cultural diversity is "constructed" and "written" into language, architecture, laws, politics, maps and more. As this may imply, though this course focuses on cultural diversity, we will not be isolating the notion of "culture" from the rest of our social world. We will proceed in this course with the understanding that things such as cultural life, politics, science and economics are interrelated and attempt to develop an understanding of how this is so. In order to begin tackling these goals, the course will take several different approaches: **spatial, theoretical, and historical.**

The material engaged will deal both with domestic-US cases as well as international ones in order to understand how cultural diversity plays out in different places and to highlight possible similarities and differences. There will also be quite a bit of theoretical reading during this course that should provide us with multiple views/tools that will help us in "unpacking" the cases we encounter. Historical questions will be dealt with (such as the emergence of national identities and slavery) as well as contemporary issues (such as immigration and global war). By engaging both historical and contemporary dilemmas we will be able to explore the relevance of our analytical tools in helping us to tackle questions of policy, democracy, peace and justice.

## **Key things to keep in mind:**

-You will be expected to engage in **critical thinking** during this course. This doesn't mean being critical about everything we read (though that may be part of it) or simply looking for a 'bias'. Rather this means engaging with what concept of difference/diversity is proposed by the authors, examining the context in which they are writing, the audience for whom they are writing as well as trying to challenge ourselves and our assumptions. One helpful thing to keep in mind during every reading is: how are 'differences' being a) named, b) spatialized and thus c) categorized?

-Since we will be dealing with complex issues and ones that may also be controversial or affect us personally, it is paramount that an ambience of mutual **respect** be maintained at all times! The space of the classroom will be a 'safe' space for people to express themselves, their perspectives and their questions. While I encourage you to challenge and debate one another (and at times the instructor)- it must always happen in a spirit of collegiality and respect for your classmates and your instructor. An additional sheet with discussion guidelines developed with former students will be distributed, and will act as a set of ground rules for our discussions and arguments.

## **Course Requirements and Expectations**

### **a. Participation and Attendance (total 20%)**

This is absolutely mandatory! Given the amount of reading and the difficulty of the material, your presence in class and participation in discussions and debate is key to your success.

Attendance will be taken. If you must miss class you should 1) notify me as soon as possible (ideally in person) prior to your absence and 2) provide appropriate documentation. Being that we're all human, I will allow for one unexcused absence (i.e. without documentation) during the semester. Each additional unexcused absence will count 2 points against your final grade. You will be responsible for making up work.

Your attendance will form part of your participation grade. At the same time, merely occupying a chair during class time will not be enough to make it through the course. For one, **reading the assigned material is imperative!** You will be expected to have read all material assigned for the day when you arrive in class. Nearly all the readings are either posted on Blackboard under course documents (organized by week) or available on internet. There are three textbooks necessary for this class as well, available in the bookstore. These books are:

Lemert, Charles (2004). *Social Theory: the Multicultural and Classic Readings*. Westview Press: Boulder.

Schmitt, Carl (1996). *The Concept of the Political*. University of Chicago press: Chicago.

Taylor, Charles (1992 or newer version). *Multiculturalism and the Politics of Recognition*. Princeton University Press: Princeton.

Some of the readings will require you to reread paragraphs several times over in order to understand them, for other readings a skimming for key concepts will give

you enough. As an instructor I know that there are days when it will be harder than others to accomplish everything. Nonetheless, if you feel that you will repeatedly be unable or unwilling to get through at least 80% of the material on your bad days, then you should reconsider taking the course.

There will be some lecturing during the course especially to tease out themes and key concepts but much of the work will be accomplished through class discussions. Participating in discussion doesn't mean knowing or understanding everything beforehand- any questions about unclear material or fuzzy concepts is a valid and worthy form of participating. Please make sure to ask whatever is on your mind while engaging the course concepts.

Depending upon the material being dealt with and the quality of discussion, other methods of evaluating your understandings of the readings, such as pop quizzes, maybe used during the term. If you are absent on the day a quiz is given, and have not let me know prior to that day, you may not be allowed to make up the quiz.

### **b. Reading Response 1 (15%)**

You will be expected to submit one short response piece during the semester. These will be individual assignments and you will be asked to sign up for the day that you would like to 'respond' to.

The responses should be about 3-4 typed pages in length and should reflect your understandings of the reading material for that day. They may focus on one particular reading (although should draw on others) or you may use various pieces, including readings from previous classes as support material. The pieces must be handed in before or at the end of the class period of the day that we will be discussing the material you are engaging with. Work that engages only previous material will be understood as late.

Your goal with the response paper is two-fold. On one level you will be expected to present what you see as some of the central points of the day's material as well as key-concepts or tools and explain them to your reader. The second goal of these pieces is to relate them to your own experiences of diversity. This can be personal or family events that you'd like to interpret in the light of the readings or possibly news stories that you think are worthy of engaging. Remember, these papers cannot merely be summaries of the readings but rather a personal engagement in which you are free to criticize or ask questions. **Make sure to consult the Writing Guidelines supplement before beginning this assignment.**

You will be expected to engage those assigned to do oral presentations on similar readings in a special way (and this will figure into your participation grade). While you are always expected to join in class discussion, this will be emphasized on the day that you volunteered to write a reading response. In this way you will aid the presenters and the class by helping to initiate conversations on the week's material.

Lastly, I ask that you make your reading response available on Blackboard for your classmates. Other students dealing with different readings but on the same topic should respond briefly (or at least make reference to) the previous responses.

### **c. Group Oral Presentation (15%)**

You will be required to do one oral presentation of reading material during the semester. You will work in groups of two or three and be expected to present on the

readings of the week dealing with a particular topic area. The presentations are not meant as a test of your ability to master the readings and make conclusions about them. The goal rather, is to present some of the main points of the readings, raise questions about items, ideas, etc. that you or your group did not understand or maybe disagreed about, and when possible relate it to your own experiences or to current events. Your presentations should **not** only be summaries of the material. The presentations will serve as a way to initiate class discussions.

You are expected to cooperate on this assignment and will all receive the same group grade. A sign-up sheet will be passed around early on in the semester for students to pick weeks and topics. **Make sure to consult the Oral Presentation Guidelines supplement before meeting with your group and beginning this assignment.**

NOTE: Assignments b & c cannot be completed for the same day. You must choose two different topics and days when the sign up sheet is passed around.

**d. Mid-Term Exam (15%)**

This will be a short take-home exam consisting of short answer/essay questions dealing with class material to this point and your ability to apply them to cases that will be discussed in class.

**e. Final Paper Proposal (5%)**

This assignment is to insure that you are thinking about final research topics for your big paper well in advance of the due date. It is essentially an assignment meant to help you avoid a situation where you may have only 48 hours left and you don't know what to write a paper about. The proposal should be about 2-3 pages in length. It should provide a description of what your thinking of working on, an outline of some of the issues you may be hitting during the paper, and questions you would like to tackle. It should include a short bibliography of works you may be thinking of (about 7 for the proposal assignment, more for the paper) including works from outside of class.

**f. Final Paper (30%)**

This paper should be about 8-10 pages in length. Normal spacing and appropriate citation are a must. It should follow some basic rules of structure and clarity that we will discuss during the class.

Your final paper is the main space you have in this course to follow your own path with regards the course material and topics and be able to present a coherent argument to others. You will be expected to demonstrate a thorough understanding of class material, be able to engage it critically (in the sense we use the word in this course) and apply it systematically to additional cases or questions not necessarily addressed during class.

In order to support your claims, you will be expected to demonstrate a degree of mastery with your bibliographic material (which must be larger than in your paper proposal) and be able to cite accordingly.

*IMPORTANT NOTE: All late work will have a letter grade subtracted from the final grade for each day it is late.*

## **Event Responses- Extra Credit (to be determined)**

As a way for students to participate in different public events at the university, or to take advantage of resources available to us, I will offer several opportunities for extra credit. In general, you will be expected to attend a public talk, exhibit, or similar function and do a write-up of your reflections on the event as it relates to this course. This may also include viewing and commenting on one or more films available at the movie library. You may complete a maximum of two of these assignments during the semester.

The breakdown of Grades is as follows:

100-93	A	82-80	B-	69-67	D+
92-90	A-	79-77	C+	66-60	D
89-87	B+	76-73	C	59-0	F
86-83	B	72-70	C-		

## **Class Meetings and Assignments**

All readings are either posted on Blackboard, available on internet, or are in your course textbooks.

### **WEEK 1: Intros**

Thurs, August 24: Introductions & Class Guidelines

### **WEEK 2: What is Social Theory anyway? + Race: definitions, origins & relation to power**

Tues, August 29: Social Theory- Working Definitions

Lemert, Charles (2004) "Social Theory: Its Uses and Pleasures" (1-3 only) in *Social Theory: the Multicultural and Classic Readings*. Westview Press: Boulder (referred to as 'TXTBK' from now on)

Mills, C. Wright. "The Sociological Imagination" in TXTBK pg.348-352

Gramsci, Antonio. "Intellectuals and Hegemony" in TXTBK pg. 259-261

Dionne, Paul. 'Michel Foucault: In His Own Words-Why Study Social Theory?'

Thurs, August 31: Race, part I

(2003) "Ten Things Everyone Should Know about Race" Document from PBS documentary

Cornell, Stephen and Douglas Hartmann (1998) "Mapping the Terrain: the Definition of Race" (p.21-25) in *Ethnicity and Race: Making Identities in a Changing World*. Pine Forge Press: Thousand Oaks

Allen, Theodore (1994) "Introduction" & part of Chapter 1 "The Anatomy of Racial Oppression" in *The Invention of the White Race*. Verso: London. pg. 1-35

DuBois, W.E.B. "Double-Consciousness and the Veil" in TXTBK pg. 162-168

### **WEEK 3: Race cont.- theories of the 'Other' & 'difference'**

Tues, September 5: FILM

PBS documentary- *Race: the Power of an Illusion* (part 3)

[Make sure to browse the website of the film, it provides very useful tools that will prepare you for viewing and help to deepen your understanding of this documentary]

<http://www.pbs.org/race>

Pay special attention to: "What is Race?"

[http://www.pbs.org/race/001\\_WhatIsRace/001\\_00-home.htm](http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm)

Thurs, September 7: Discussion of Film + Some Transversal Concepts and Key Words:

Culture, Language, Social Construction, Discourse, Subject, Other and Difference

[We will begin discussion of these readings on Thursday and continue as needed next week]

Hall, Stuart (1997). *Representation: Cultural Representations and Signifying Practices*. Sage Publications: Thousand Oaks. (pg. 15-26, 44-51, 54-56, 234-238)

Foucault, Michel. "Power as Knowledge" in TXTBK pg. 465-471

### **WEEK 4: Gender, Knowledge and Social Structures**

Tues, September 12

De Beauvoir, Simone. "Woman as Other" in TXTBK pg. 339-342

Weedon, Chris (1999). "The Question of Difference," in *Feminism, Theory and the Politics of Difference*. Blackwell: Malden. pg.1-25

Friedan, Betty. "The Problem that has no Name" in TXTBK pg. 355-358

Engels, Friedrich. "The Patriarchal Family" in TXTBK pg. 65

Thurs, September 14 :

Smith, Dorothy. "Knowing a Society from Within: A Woman's Standpoint" in TXTBK pg. 388-390

Collins, Patricia Hill. "Black Feminist Thought in the Matrix of Domination," in TXTBK pg. 536-546

Serrano, Maria and Silvia Lopez (2003). "Positions, Situations, Short-Circuits: La Escalera Karakola, a Deliberate Space," pg. 1-5 (until the part on 'Territories'). Accessible at:

[http://www.sindominio.net/karakola/english/lund\\_paper.htm](http://www.sindominio.net/karakola/english/lund_paper.htm)

### **WEEK 5 Sexuality and Class**

Tues, September 19: Sexual Identity: homo vs. hetero?

Weeks, Jeffrey. "Sexual Identification is a Strange Thing" in TXTBK pg 553- 557

Sedgwick, Eve Kosofsky. "The Epistemology of the Closet" in in TXTBK pg 654-658

OPTIONAL: Butler, Judith. "Imitation and Gender Insubordination," in TXTBK pg 557-567

#### Thurs, September 21: Social Class + Wealth, Status and Power

Weber, Max. "Class, Status, Party" in TXTBK pg.115-125

Marx, Karl and Friedrich Engels. "Class Struggle" in TXTBK pg. 37-41

Chua, Amy (2003). "Introduction" in *World on Fire*. Doubleday: New York. pg. 1-17

OPTIONAL: Statement by the Poor People's Economic Human Rights Campaign on the eve of the March of the Americas (1999):

<http://www.universityofthepoor.org/library/marchon.html>

Bradshaw, Larry and Lorrie Beth Slonsky (2005) "Hurricane Katrina: Our Experiences,"

### **WEEK 6 Nationalisms and the formation of Nation-States**

#### Tues, September 26: FILM

*Crash or People Like Us*

#### Thurs, September 28:

Robbins, Richard (2002). "The Nation-State in the Culture of Capitalism" in *Global Problems and the Culture of Capitalism*. Allyn and Baco: Boston. pg. 102-114

Anderson, Benedict (1991). "Census, Map, Museum" in *Imagined Communities*. Verso: London. pg. 163-185

### **WEEK 7 Nation-States (CONT.) & Colonialism and its Legacies**

#### Tues, October 3

Schmitt, Carl (1996). *The Concept of the Political*. University of Chicago press: Chicago. pg.19-47

#### Thurs, October 5: Multiple forms of understanding the Other

Todorov, Tzvetan (1999). Diverse selections from *The Conquest of America: The Question of the Other*. University of Oklahoma press: Norman. 1) "Forward" until pg.5; 2) "Columbus and the Indians" pg. 34-50; 3) "Typology of Relations to the Other" pg. 185-201

### **WEEK 8 Colonialism and its Legacies CONT.**

#### Tues, October 10

Wallerstein, Immanuel. "The Modern World-System" in TXTBK pg. 390-397

Wright, Gwendolyn (1997). "Tradition in the Service of Modernity" in Frederick Cooper and Ana Laura Stoller (eds.) *Tensions of Empire*. University of California Press: Berkley. pg. 322-340

Livingstone, David (1992). "Climate's Moral Economy" in *The Geographical Imagination*. Blackwell: Malden. pg.221-231

Thurs, October 12: NO CLASS University Day

### **WEEK 9 Postcolonialism**

Tues, October 17

Fanon, Frantz. "Decolonizing, National Culture and the Negro Intellectual" in TXTBK pg. 358-363

Cesaire, Aime. "Between Colonizer and Colonized" in TXTBK pg. 342-344

Mamdani, Mahmood (2001). Selections from *When Victims Become Killers*. Princeton University Press: Princeton. pg. 76-102; 185-233 (parts will be chosen)

OPTIONAL: Lumumba, Patrice (1960). -First Independence Day Speech in the Republic of Congo [http://www.africawithin.com/lumumba/independence\\_speech.htm](http://www.africawithin.com/lumumba/independence_speech.htm)

*[Your take-home **MID-TERM** exam will be passed around at the end of class. It will be due by 8pm on Wednesday October 18<sup>th</sup>]*

Thurs, October 19: NO CLASS Fall Break

### **WEEK 10 Multiculturalism and its Responses**

Tues, October 24

FILM: *The Battle of Algiers*

(Additional online readings will be assigned with the film, you will be asked to write a short film response for the next class)

Thurs, October 26

Taylor, Charles (1992). "The Politics of Recognition," in *Multiculturalism and the Politics of Recognition*. Princeton University Press: Princeton. pg 25-73

West, Cornel. "The New Cultural Politics of Difference" in TXTBK pg. 505-515

### **WEEK 11 Multiculturalism (CONT.) & Science**

Tues, October 31

Gilroy, Paul (2005) "Introduction: On Living with Difference" In *Postcolonial Melancholia*. Columbia University Press: New York pg. 1-26

Ignatieff, Michael (2000). "Less Race Please" in *Institutional Racism: Fact or Fiction*. Cromwell Press: Trowbridge accessible at <http://www.civitas.org.uk/pdf/cs06.pdf> (pg.21-23)

Huntington, Samuel (2004). "Chapter 9: Mexican Immigration and Hispanization" in *Who Are We*. Simon & Schuster: New York. pg. 221-256



## Thurs, November 2: Science, the Question of Knowledge and Regimes of Power

[For this class session it will be important for you to review your notes and discussion on Foucault, Smith, and Collins with regards the questions of knowledge]

Harding, Sandra (1988) "Voyages of Discovery: Imperial and Scientific," in *Is Science Multicultural?* Indiana University Press: Bloomington. pg. 39-54

Wallerstein, Immanuel (1996). "Open the Social Sciences," posted on H-NEXA and H-IDEAS

Additional readings T.B.A.

## **WEEK 12: Development and its Critiques**

### Tues, November 7:

Dodds, Klaus (2002). "The Third World, Developing Countries, the South, Poor Countries," in Vandana Desai and Robert B. Potter (eds.) *The Companion to Development Studies*. Arnold: London. pg. 3-7

Rostow, W.W. "Modernization: Stages of Growth" in TXTBK pg. 290-296

[Final Paper Proposal due by 5 pm.]

### Thurs, November 9: Development

Jones, Peris Sean (2000). "Why is it Alright to do Development 'Over There' but not 'Here'?" in *Area* vol. 32:2 pg. 237-241

Sidaway, James D. (2000). "Post-Development," in Vandana Desai and Robert B. Potter (eds.) *The Companion to Development Studies*. Arnold: London. pg. 16-20

Summers, Lawrence (1991). Internal Memo of the World Bank on Environmental Waste Exports and Developing countries: <http://www.whirledbank.org/ourwords/summers.html>

Cohn, Majorie (2005). "The Two Americas," from *Truthout* September 3.

## **WEEK 13 Hybridity, Translocality, Border Crossing: Creation and Hope?**

### Tues, November 14: FILM

FILM- T.B.A.: *Kandahar* or *Black Hawk Down*

### Thurs, November 16

Appadurai, Arjun (2002). "Disjuncture and Difference in the Global Cultural Economy," in *The Anthropology of Globalization*. Blackwell Publishing: Malden. pg. 46-62

Anzaldúa, Gloria. "The New Mestiza" in TXTBK pg. 547-553

Deleuze, Gilles and Felix Guattari. "The Rhizome/ A Thousand Plateaus" in TXTBK pg.665-669

Graham, Stephen and Simon Marvin (2001). *Splintering Urbanism*. Routledge: London

Consult "Blogging from Baghdad" document

### **WEEK 14: Creation and Hope? (CONT.)**

Tues, November 21: Creation and Hope CONT.- New notions of Diversity?

Indigenous Clandestine Revolutionary Committee- General Command of the Zapatista National Liberation Army (1996) "Opening Remarks at the First Intercontinental Encuentro for Humanity and against Neoliberalism," & "Tomorrow Begins Today," in *Our Word is Our Weapon*. ed. Juana Ponce de Leon, Seven Stories Press: New York

-The World Social Forum:

"The World Social Forum: A Brief Background"

[http://www.wsfindia.org/backend/doc\\_files/1.doc](http://www.wsfindia.org/backend/doc_files/1.doc)

"The World Social Forum: The Charter of Principles"

<http://www.wsfindia.org/charter.php>

In addition, surf some of these websites for information in preparation for the lecture:

[http://www.forumsocialmundial.org.br/index.php?cd\\_language=2&id\\_menu=](http://www.forumsocialmundial.org.br/index.php?cd_language=2&id_menu=)  
& [http://www.choike.org/nuevo\\_eng/informes/2334.html](http://www.choike.org/nuevo_eng/informes/2334.html)

Wark, McKenzie (2005) *A Hacker Manifesto*. Harvard University Press: Cambridge  
Selections. Excerpts available at: [http://subsol.c3.hu/subsol\\_2/contributors0/warktext.html](http://subsol.c3.hu/subsol_2/contributors0/warktext.html)

OPTIONAL: Subcomandante Marcos (1995) "Tiny Mouse and Tiny Cat"  
<http://www.eco.utexas.edu/~archive/chiapas95/1995.09/msg00074.html>

Thurs, November 23: NO CLASS Thanksgiving Break

### **WEEK 15: Global War? The new ordering of civilizations?**

Tues, November 28: A new empire?

Huntington, Samuel (1993) "The Clash of Civilizations?" in *Foreign Affairs* vol. 72:3 pg. 1-12

Barnett, Thomas (200??) "The Pentagon's New Map" appeared in *Esquire* March 2003.  
<http://www.thomaspmbarnett.com/published/pentagonsnewmap.htm> You only need to read the article, you can stop before the list of countries at the bottom- though you are of course free to browse all you like

Ignatieff Michael (2003). "The Burden"  
<http://www.cid.harvard.edu/cidintheneews/articles/nyt-010503.html>

Bowden, Brett (2002). "Reinventing Imperialism in the Wake of September 11<sup>th</sup>" in *Alternatives* vol. 1:2 pg. 28-45

The Council on Foreign Relations ([www.cfr.org](http://www.cfr.org)) [Briefly peruse through some of the articles calling for a new form of empire. What do you think? What kinds of 'difference' and 'diversity' are being called for?]

Rose, Gideon (2003). "How to Run an Empire,"  
[http://www.cfr.org/pub5872/gideon\\_rose/how\\_to\\_run\\_an\\_empire\\_theres\\_more\\_to\\_intervention\\_than\\_fighting\\_wars.php](http://www.cfr.org/pub5872/gideon_rose/how_to_run_an_empire_theres_more_to_intervention_than_fighting_wars.php)

Lindsay, James M. and Ivo H Daalder (2003) "American Empire, not if but What Kind,"

[http://www.cfr.org/pub6284/james\\_m\\_lindsay\\_ivo\\_h\\_daalder/american\\_empire\\_not\\_if\\_but\\_what\\_kind.php](http://www.cfr.org/pub6284/james_m_lindsay_ivo_h_daalder/american_empire_not_if_but_what_kind.php)

Boot, Max (2002). "The Sun Never Sets,":

[http://www.cfr.org/pub5106/max\\_boot/the\\_sun\\_never\\_setsbuilding\\_an\\_empire\\_american\\_style.php](http://www.cfr.org/pub5106/max_boot/the_sun_never_setsbuilding_an_empire_american_style.php)

Thurs, November 30: Global War & Peace- a new empire?

Gregory, Derek (2004). *The Colonial Present*. Blackwell: Malden. Selections

Hardt, Michael and Antonio Negri (2004). "Chapter 1: War" in *Multitudes* Penguin: New York. pg. 12-32

Subcomandante Marcos (1999) "The Fourth World War has Begun" accessible at <http://mondediplo.com/1997/09/marcos>

OPTIONAL: 'The Angel of Iraq': <http://www.envplan.com/epd/editorials/d2203ed1.pdf>

**WEEK 16: War & Peace cont.**

Tues, December 5 LAST DAY OF CLASS:

[Wrapping up, collective discussion, questions]

FILM: *The Fourth World War*

**WEEK 17**

Monday, December 11 @ 8:00PM

FINAL PAPER DUE