

**Sociology 309**  
**Critical Intesections: Race, Class, Gender and the Nation**  
Tu 1:30-4  
PNE 349

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PNE 330  
Office Hours: M 11-12, T 4-5 or by appt.

### **I. Overview**

In an increasingly borderless world of open markets and global economies, how and why does nationalism continue to be a powerful force? How are old and new nations built and sustained? How does globalization challenge these dynamics? To tackle these questions, we bring to bear the vocabularies of feminist and critical race theory and postcolonial critique. Using these tools, we will learn to think about how nations work. Ultimately, we will come to an understanding of the continued power of a sense of belonging in a globalized society.

The readings will develop the idea of the nation as a tenuous synthesis of gendered, racial, religious, and class meanings that work together differently in various historical and spatial contexts. This synthesis must be constantly rebuilt, refreshed, and reframed to conceal its own contradictions. We will explore how the nation as a set of cultural meanings interacts with the institutions of the state. To do this, we employ a transnational approach in this course—shifting away from comparisons *across* contexts towards a practice of drawing connections *between* contexts. The course is broadly divided into two sections that necessarily overlap: a theoretical section in which we attempt to look at race, gender, and nation in isolation, and an empirical section in which we will examine the mutual constitution of race, gender, religion, class, and nation in practice.

### **II. Course Requirements:**

**1. Readings:** The following books are available from the campus bookstore and should be purchased for use in this course. These items are also on reserve at the Clapp library:

Huntington, Samuel. *Who are we? The Challenges to America's National Identity*. New York: Simon & Schuster.

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and spread of nationalism*. New York:Verso.

Chatterjee, Partha. 1993. *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press

Enloe, Cynthia. 2000. *Bananas, Beaches, and Bases*. University of California Press.

Cornell, Stephen. 1990. *Return of the Native: American Indian Political Resurgence*. Oxford: Oxford University Press.

Brown, Wendy. 1995. *States of Injury*. Princeton, NY: Princeton University Press

Postero, Nancy Grey. 2007. *Now We Are Citizens: Indigenous Politics in Postmulticultural Bolivia*. Stanford: Stanford University Press. .

Ong, Aihwa. 1999. *Flexible Citizenship: Cultural Logics of Transnationality*. Durham: Duke University Press.

## **2. Grading & Assignments:**

- a) **Course Participation:** This course is a seminar that will only be useful and successful if each of us comes to class having completed the assigned readings and ready to engage in discussion. Many of the readings assigned here are dense and are designed to push your reading and critical analytical skills, so rise to the challenge! Class discussions will be a dialogue not only between you and I, but also, just as importantly, between you and your other colleagues in the class. Since this is a weekly seminar with only 13 class meetings, attendance is MANDATORY. More than one absence during the course of the term will dramatically affect your participation grade. Tardies will also affect your participation grade.
- b) **Weekly reading responses (<300 words):** In these assignments, you will reflect upon the readings for the week and connect them with material covered earlier in the class. These are not summaries, but it will be useful for you to state the key concept/contribution of the reading in your response. Mainly, the responses should focus on what stood out to you about the readings and what it made you think about. Each student must post one response to the course conference per week and I encourage you to read one another's responses.
- c) **Take-home exam (3-4 pages):** You will be required to address a particular question pertaining to the material in the first section of the course. This exam will be due on October 21<sup>st</sup> and you will have no readings assigned for that day.
- d) **In-Class Debate & Report:** On the last day of the course (Dec 9), we will use most of the course session to stage an in-class debate on a topic to be specified two weeks prior. On the day of the debate, each individual will present her research in support of her team. Meetings outside of class for this debate will be required. On this day, each student should turn in a report of the research they did for the debate. Further details TBA.
- e) **Historical Final Paper:** By integrating in-class readings as well as outside sources, you must construct a convincing narrative around a particular nation-state, diaspora, or nationalist group. A successful paper will explore and explain how a sense of belonging was created and legitimized within the group or nation being studied. There will be at least two distinct ways in which students will be able to choose to approach this paper, details to be discussed in class.

### **\*\*Grades will be calculated as follows:**

Course participation & reading responses:	30%
Take-home exam:	20%
In-class debate and report:	20%
Historical Paper:	30%

\**A note about grading:* I grade work according to quality, effort, and a demonstrated understanding of the key concepts of the course/assignment. A grade of “B” indicates good work. It means that you have made adequate effort, have shown that you understand the main ideas, and have met the expectations of the class. To get a grade in the “A” range, your work must surpass those expectations. In short, “A’s” are for work at an excellent level. Grades of “C” or below indicate that you have not fulfilled the expectations of the coursework, either by not completing the assignment or by not putting in the required time and effort.

#### IV. Course Outline and Readings

September 2<sup>nd</sup>: Introduction to course

September 9<sup>th</sup>: Beginnings: Nationalism in Contemporary America

- Huntington, Samuel. *Who are we? The Challenges to America's National Identity*. New York: Simon & Schuster.

#### SITUATING THE NATION: COLONIALISM AND GLOBAL EMPIRE

September 16<sup>th</sup>: What is the nation?

- Anderson, Benedict. *Imagined Communities*. Chapters 1-5, 7.

September 23<sup>rd</sup>: The Colonies Talk Back

- Chatterjee, Partha. *The Nation and its Fragments*. (selections)
- Fanon, Frantz. 1963. “On National Culture.” In *Wretched of the Earth*. New York: Grove Press. (on e-reserve)

September 30<sup>th</sup>: Gender and Empire

- Enloe, Cynthia. *Bananas, Beaches, and Bases*.

October 7<sup>th</sup>: The Empire Within

- Cornell, Stephen. 1990. *Return of the Native: American Indian Political Resurgence*. Oxford: Oxford University Press.

October 21<sup>st</sup>: In-class reflections/Activity/Film

- TAKE-HOME EXAM DUE

October 28<sup>th</sup>: NO CLASS (Tanner Conference)

#### REIMAGINING THE NATION: MULTICULTURALISM, DEMOCRACY, & CITIZENSHIP

November 4<sup>th</sup>: The Multicultural Nation-State

- Brown, Wendy. *States of Injury*. Princeton: Princeton University Press. Ch 1, 3, 7
- Povinelli, Elizabeth A. 1998. “The Shate of Shame: Australian multiculturalism and the crisis of indigenous citizenship.” *Critical Inquiry*. Vol. 24 (Winter) 575-610. (available online through Wellesley library)
- HISTORICAL PAPER PROPOSAL DUE

November 11<sup>th</sup>: Practices of Multiculturalism & Citizenship

- Postero, Nancy Grey. 2007. *Now We Are Citizens: Indigenous Politics in Postmulticultural Brazil*. Stanford University Press. (selections)
- Glenn, Evelyn Nakano. 2000. "Citizenship and Inequality: Historical and Global Perspectives." *Social Problems*. V. 47(1) 1-20. (available online through Wellesley library)

November 18<sup>th</sup>: Women's Movements and Democratic Nationalist Movements

- McClintock, Anne. 1995. "No longer in a future heaven." In *Imperial Leather*.
- Ray, Raka and Anna Korteweg. 1999. "Women's movements in the Third World: Identity, Mobilization and Autonomy." *Annual Review of Sociology*. 25: 47-71. (available online through Wellesley library)
- Lazreg, Marnia. 1990. "Gender and Politics in Algeria: Unraveling the Religious Paradigm." *Signs*, Vol. 15, No. 4, 755-780. Summer. (available online through Wellesley library)
- HISTORICAL PAPER ANNOTATED BIBLIOGRAPHY DUE

## GLOBALIZATION AND GLOBAL NATIONS

November 25<sup>th</sup>: Identities Revisited

- Castells, Manuel. 1996. *The Power of Identity*. Blackwell Publishing. (pp 1-70, selections TBA, to be on e-reserve)
- Bernal, Victoria. 2006. "Diaspora, cyberspace, and political imagination: The Eritrean diaspora online." *Global Networks*. Vol 6 (2) pp 161-179 (to be on e-reserve)
- Bhattacharjee, Ananya. 1999. "The Habit of Ex-Nomination: Nation, Woman, and the Indian Immigrant Bourgeoisie." In Sangeeta Gupta (ed.) *Emerging Voices: South Asian Women Redefine Community*. New Delhi: Sage Publications. Pp 229-252. (to be on e-reserve)

December 2<sup>nd</sup>: Citizenship and Identity Redux

- Ong, Aihwa. 1999. *Flexible Citizenship*. Duke University Press. (selections)

December 9<sup>th</sup>: Looking Ahead

- IN-CLASS DEBATE (REPORTS DUE!)

FINAL HISTORICAL PAPER DUE DECEMBER 20<sup>TH</sup>, 4PM