

Department of Political Science
Duke University
Fall 2025
Pol Sci 505 S Race in Comparative Perspective
ICS 505S Race in Comparative Perspective
Gross Hall 111

PS505S

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Office Hours for Dr. McClain are Monday

12:30-2:00 and Wednesday 12:30-1:30 either in person or virtually.

Please make an appointment either way by sending her an email to make sure that she will be in her office. She will send a Zoom link for a virtual appointment.

If you are unable to make the listed office hours, please send an email and alternative times will be accommodated.

Course Description

This course explores the comparative way race is socially constructed in the United States, several European, Latin American, and selected other countries in the world. At times, we will also examine the concept of ethnicity within race and within these countries. In addition, we will examine the historical context in which the notion of race developed, and the very real effects of this social construction on the social and political lives of communities of color in these countries. Race as a defining characteristic is present in many countries; unfortunately, we are only able to explore a few. Nevertheless, you should think about and explore notions of race in countries that we do not cover. The material in the course falls under the emerging subfield of race and politics known as comparative race.

Required Texts

Anthony W. Marx, *Making Race and Nation: A Comparison of the United States, South Africa and Brazil*. New York: Cambridge University Press, 1998.

George Reid Andrews, *Afro-Latin America 1800-2000*. New York: Oxford University Press, 2004.

Danielle P. Clealand. *The Power of Race in Cuba : Racial Ideology and Black Consciousness During the Revolution*. New York : Oxford University Press, 2017.

Gladys L. Mitchell-Walthour. *The Politics of Blackness: Racial Identity and Political Behavior in Contemporary Brazil*. New York: Cambridge University Press, 2017.

Erik Bleich, *Race Politics in Britain and France*. New York: Cambridge University Press, 2003.

Melissa Nobles, *Shades of Citizenship: Race and the Census in Modern Politics*. Palo Alto: Stanford University Press, 2000.

Melissa Nobles, *The Politics of Official Apologies*. New York: Cambridge University Press, 2008.

John Solomos, *Race and Racism in Britain, 4th edition*. Hounds Mills: Palgrave Macmillan, 2022.

A number of articles are available to be downloaded from Canvas.

If you are having difficulty with textbook costs associated with this course, here are some resources:

- Contact the [financial aid office](#) (whether you are on aid or not). They have loans and resources for connecting students with programs on campus that might be able to help alleviate these costs.
- [DukeLIFE](#) offers course materials assistance for eligible students. Please note that students who are eligible for DukeLIFE benefits are notified prior to the start of the semester; program resources are limited. Students who have limited access to computers may request loaner laptops through the [DukeLIFE Technology Assistance Program](#). Please note that supplies are limited.
- Duke Libraries offers textbook rentals through the [Top Textbook Program](#), where you can rent out a textbook for 3 hours at a time.

Course Requirements

1. Complete all required reading assignments for each class meeting and do any additional appropriate optional readings.
2. Make active contributions to inquiries and discussions.
3. Prepare for **three** of the modules a written 10 page, exclusive of title page and bibliography, “concept paper” in which major ideas are synthesized and critically analyzed. These papers will be due on the dates indicated in the module outlines. Late papers will be assessed a penalty of 5 points per day, unless cleared with me in advance. Papers should be submitted through the Digital Dropbox section on Canvas. *Inadequately prepared papers will be returned for reformulation and rewriting. Papers will be graded on the following standards:*
 - Use of language and writing;
 - Organization of paper and format of essay;
 - Consistency and use of logic;
 - Use of literature;
 - Conceptual formulation;
 - Substantive value;
 - Originality of research;
 - Depth of scholarship

If you are having trouble completing assignments or understanding the materials, please consult with me about appropriate course preparation and readiness strategies as needed. Either send me email or visit office hours describing the personal or academic difficulties you are facing. I may also direct you to other resources on campus.

The [Academic Resource Center](#) (ARC) offers services to support students academically during their undergraduate careers at Duke. The ARC can provide support with time management, academic skills and strategies, course-specific tutoring, ADHD/LD coaching, and more. ARC services are available free to any Duke undergraduate students, studying any discipline. Contact: (919) 684-5917 or theARC@duke.edu

A paper with helpful hints for the writing of papers and bibliographic formats may be found in the Documents section of the course site on Canvas.

4. Participate in the creation of small “learning teams” to assume responsibility for assigned sessions. The task of each team will be:
 - a. Develop a list of questions to help focus class discussion. Copies of discussion questions are to be distributed at the beginning of the appropriate class sessions.
 - b. Structure and lead class sessions to deal with the topics. Approaches may include, but are not limited to, the following: lectures, questions and answer sessions, debates, presentation and discussion of papers, group activities, case studies, and so forth.
5. Take final examination. Final examination: Friday, December 12, 9:00 am to 12:00 pm.
6. Duke University is governed by an Honor Code which all students sign upon admission. We expect the Code to be observed. As such, the pledge along with your signature must appear on all written work, including exams. No work will be accepted that is not pledged.
 - I will not lie, cheat, or steal in my academic endeavors.
 - I will conduct myself honorably in all my endeavors; and
 - I will act if the Standard is compromised

Regardless of course delivery format, it is the responsibility of the student to understand and follow Duke policies regarding academic integrity, (e.g., completing one's own work, following proper citations of sources, and adhering to guidance around group work, and more). Ignoring these requirements is a violation of the Duke Community Standard. Any questions and/or concerns regarding academic integrity can be directed to the Office of Student Conduct and Community Standards at conduct@duke.edu.

AI generated papers are not acceptable and are considered a violation of the Honor Code. You must do your own research. AI pulls from existing work in its databases, and it is possible that you might find yourself in a plagiarism situation based on what the AI generated paper has developed.

Attendance: Regular and punctual class attendance is expected, and students must accept the consequences of failure to attend. Students are permitted by university policy to be absent from class to observe a religious holiday.

- During a semester, as a religious holiday approaches, you should send an official notification to your instructor that you will miss class in order to observe a religious holiday by completing and submitting this form. The form should be sent no later than one week prior to the date of the holiday.

ONLINE FORM: RELIGIOUS OBSERVANCE NOTIFICATION

Grading

Concept Papers	60%
Final Examination	30%
Class Presentations	10%

Class Format

After the introductory meeting, the seminar will be organized into five modules. Each module will consist of readings, discussion, student presentations, concept papers, and review sessions.

Module One

This module examines the subfield of comparative race and politics. It will also explore the origins of the concept of race. The social and political construction of race in the United States and several other countries are also examined.

Module Two

This module explores the state's participation in the social construction of race in three countries—United States, South Africa and Brazil. The state plays a major role in the social construction of race and in enforcing the institutional boundaries of race.

Module Three

This module looks at race and race politics in Latin America generally, and Cuba specifically. The history of Afro-Latinos is explored in various countries and the continued nature of the influence of race on the political process is examined.

Module Four

This module addresses race and racial politics in Britain. The last session examines race and racial politics in Australia.

Module Five

A comparison of the influence of race and politics on public policy making in Britain, France, and the United States are explored in this module.

Course Calendar (Unless otherwise indicated all readings are required)

Recordings of lectures are permitted for private study only. You cannot distribute lecture recordings to anyone else without my authorization. Unauthorized distribution of course recordings is a cause for disciplinary action.

August 25	Introduction
September 1	Labor Day—No class
September 8	Module I: Comparative Race and the Different Concepts of Race (Paper for module due September 29, 2025)

Comparative Race

Michael Hanchard and Erin Aieran Chung, "From Race Relations to Comparative Racial Politics: A Survey of Cross-National Scholarship on Race in the Social Sciences." *Du Bois Review* 1:2 (Fall 2004):319-343. (Download from Canvas)

Pierre Bourdieu and Loïc Wacquant, "On the Cunning of Imperialist Reason." *Theory, Culture and Society* (1999) 16(1):41-58. (Download from

Canvas)

Michael Hanchard, “Acts of Misrecognition: Transnational Black Politics, Anti-imperialism and the Ethnocentrisms of Pierre Bourdieu and Loïc Wacquant.” *Theory, Culture and Society* (2003) 20(4):5-29. (Download from Canvas)

Origins of the Concept of Race

Audrey Smedley, “Social Origins of the Idea of Race,” In *Race in the 21st Century*. Curtis Stokes, Theresa Meléndez, and Genice Rhodes-Reed, editors. East Lansing: Michigan State University Press, 2001. (Download from Canvas)

Charles Hirschman, “The Origins and Demise of the Concept of Race.” *Population and Development Review* 30 (3):385-415 (September 2004). (Download from Canvas)

Race and Ethnicity

Peter Wade. “Skin Colour and Race as Analytical Concepts” *Ethnic and Racial Studies* 35, no. 7 (2012): 1169-1173. (Download from Canvas)

Tanya Golash-Boza and Eduardo Bonilla-Silva. “Rethinking Race, Racism, Identity and Ideology in Latin America.” *Ethnic and Racial Studies* 36, no. 10 (2013): 1485-1489. (Download from Canvas)

Edward Telles and Christina A. Sue. “Race Mixture: Boundary Crossing in Comparative Perspective.” *Annual Review of Sociology* 35, no. 1 (2009): 129-146. (Download from Canvas)

Edward Telles. “The Overlapping Concepts of Race and Colour in Latin America.” *Ethnic and Racial Studies* 35, no. 7 (2012): 1163-1168. (Download from Canvas)

Andrew Francis-Tan and Maria Tannuri-Pianto. “Inside the Black Box: Affirmative Action and the Social Construction of Race in Brazil.” *Ethnic and Racial Studies* 38, no. 15:2771-2790. (Download from Canvas)

September 15

Module I: The Concept of Race (Continued)

Race in the United States

Davis, “The Nation’s Rule” and “Miscegenation and Beliefs” (Download from Canvas)

Melissa Nobles, *Shades of Citizenship*. (Palo Alto: Stanford University Press, 2000) Chapters 1 & 2.

López, “White Lines” (Download from Canvas.)

Thomas E. Skidmore, “Toward a Comparative Analysis of Race Relations since Abolition in Brazil and the United States.” *Journal of Latin American Studies* 4,1 (May 1972):1-28. (Download from Canvas)

“People of Color Who Never Felt They Were Black” *Washington Post*, December 26, 2002. (Download from Canvas.)

Ron Takaki, “The ‘Heathen Chinee’ and American Techology” from *Iron Cages*

Britain

- Solomos, *Race and Racism in Britain*, Introduction, Chapters 1 & 2.
- Claire Alexander, “Beyond Black: Re-thinking the Colour/Culture Divide.” *Ethnic and Racial Studies* 25, 4 (July 2002):552-571. (Download from Canvas)
- Patrick Simon. “Collecting Ethnic Statistics in Europe: A Review.” *Ethnic and Racial Studies* 35, no. 8 (2012): 1366-1391. (Download from Canvas)
- Rusi Jaspal and Marco Cinnirella. “The Construction of British Identity Among British South Asians.” *National Identities* 15, no.2 (2013): 157-175. (Download from Canvas)

Australia

- Morris and Cowlishaw, “Cultural Racism.” In *Race Matters: Indigenous Australians and ‘Our’ Society*. Canberra: Aboriginal Studies Press, 1997. (Download from Canvas)

September 22

Module I: The Concept of Race (continued)

Latin America

- Thomas E. Skidmore, “Racial Ideas and Social Policy in Brazil, 1870-1940.” In *The Idea of Race in Latin America, 1980-1940*. Austin: University of Texas Press, 1990 (Download from Canvas)
- Reid, *Afro-Latin America*, Introduction and Chapter 1.
- Gladys L. Mitchell-Walther. Introduction, Chapter 1, 2.
- Nobles, Chapters 3, 4 and 5.
- Edward Telles and René Flores. “Not Just Color: Whiteness, Nation, and Status in Latin America.” *Hispanic American Historical Review* 93, no. 3 (2013): 411-449 (Download from Canvas)
- María L. Amado. “The New Mestiza, the Old Mestiza: Contrasting Discourses on Mestizaje.” *Sociological Inquiry* 82, no. 3 (2012): 446-459 (Download from Canvas)
- Film: “Mexico and Peru: A Hidden Race”

September 29

Module II. Race and Nations: A Comparative Perspective
(Paper for module due October 20, 2025)

- Anthony Marx, *Making Race and Nation: A Comparison of the United States, South Africa and Brazil*. New York: Cambridge University Press, 1998. (entire book)
- Tom A. Moultrie and Rob E. Dorrington. “Used for Ill; Used for Good: A Century of Collecting Data on Race in South Africa.” *Ethnic and Racial Studies* 35, no. 8 (2012): 1447-1465. (Download from Canvas)
- Sabelo J. Ndlovu-Gatsheni. “Racialised ethnicities and ethnicised races: reflections on the making of South Africanism.” *African Identities*, 2012. (Download from Canvas)
- Rocio Gill. “The Mascogo/Black Seminole Diaspora: The Intertwining Borders of Citizenship, Race and Ethnicity. *Latin American and Caribbean Ethnic Studies* 8, no. (2013): 1-21. (Download from Canvas)
- Song, M. (2018). “Why we still need to talk about race.” *Ethnic and Racial Studies*, 41(6), 1131-1145. (Download from Canvas)

October 6

Module II. Race and Nation (continued)

Christina A. Sue. *Land of the Cosmic Race: Race Mixture, Racism, and Blackness in Mexico*. Chapters 1: “Introduction,” 2: “Mapping the Veracruz Race-Color Terminological Terrain,” and 6: “Situating Blackness in a Mestizo Nation.” Available online: <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199925483.001.0001/acprof-9780199925483> (You will have to go through the Duke Database system in the library and find the Oxford Scholarship Online—Philosophy. Put in Christina Sue’s name and the book will come up.)

Mara Loveman, Jeronimo O. Muniz and Stanley R. Bailey. “Brazil in Black and White? Race Categories, the Census, and the Study of Inequality.” *Ethnic and Racial Studies* 35, no. 8 (2012): 1466-1483. (Download from Canvas)

Tianna Paschel. “The Beautiful Faces of My Black People: Race, Ethnicity and the Politics of Colombia’s 2005 Census.” *Ethnic and Racial Studies* 36, no. 10 (2013): 1544-1563. (Download from Canvas)

Bonilla-Silva, Eduardo. "From bi-racial to tri-racial: Towards a new system of racial stratification in the USA." *Ethnic and racial studies* 27.6 (2004): 931-950.

Sue, Christina A. "An assessment of the Latin Americanization thesis." *Latino Identity in Contemporary America*. Routledge, 2014. 142-154.

Canada

Vic Satzewich and Nikolaos Liodakis. Chapter 1 “The Concepts of Ethnicity and Race,” Chapter 3 “The Dynamics of Nation Building: French/English Relations, Aboriginal/Non-Aboriginal Relations, and Immigration in Historical Perspective,” and Chapter 8: “Aboriginal and Non-Aboriginal Relations.” In *Race and Ethnicity in Canada, 3rd edition*. Don Mills, Ontario: Oxford University Press (Canada), 2013. (Download from Canvas)

Fall Break
October 10 to 14

(Classes resume Monday, Wednesday, October 14, 2025)

October 20

Module III: Latin America
(Paper for module due November 3, 2025)

Andrews, *Afro-Latin America, 1800-2000* (rest of the book)
Gladys L. Mitchell-Walther. (Chapter 3-5, Conclusion)

Brazil

Antonio Sérgio Alfredo Guimaraes. “The Brazilian System of Racial Classification.” *Ethnic and Racial Studies* 35, no. 7 (2012): 1157-1162. (Download from Canvas)

- Bailey, S. (2002). The race construct and public opinion in understanding Brazilian beliefs about racial inequality and their determinants. *American Journal of Sociology*, 108, 406-439.
- Osuji, C. (2013). Racial ‘Boundary-policing’: Perceptions of Black-White Interracial Couples in Los Angeles and Rio de Janeiro. *DuBois Review: Social Science Research on Race*, 10, 179-203
- Torche, Florencia. 2014. “Intergenerational Mobility and Inequality: The Latin American Case” *Annual Review of Sociology* 40: 619 - 642.

Mexico

- Andrés Villarreal. “Stratification by Skin Color in Contemporary Mexico.” *American Sociological Review* 75, no. 5 (2010): 652-678
(Download from Canvas)

Argentina

- Chisu Teresa Ko. “From Whiteness to Diversity: Crossing the Racial Threshold in Bicentennial Argentina.” *Ethnic and Racial Studies* (2013): 1- 17.
(Download from Canvas)

Ecuador

- Carlos de la Torre, “Everyday forms of Racism in Contemporary Ecuador: The Experience of Middle Class Indians.” (Download from Canvas)

October 27

Module III (continued): Latin America General and Cuba

- Danielle P. Clealand. *The Power of Race in Cuba : Racial Ideology and Black Consciousness During the Revolution*. (Entire book).

Peru

- Tanya M. Golash-Boza. Chapter 1 “Black, but Not African” and Chapter 6 “The Politics of Difference in Peru” in *Yo Soy Negro: Blackness in Peru*. Gainesville: University Press of Florida, 2012.

Available online:

http://getitatduke.library.duke.edu/?sid=sersol&SS_jc=TC0000628896&title=Yo%20soy%20negro%20%3A%20Blackness%20in%20Peru

- Moreno, M., & Benavides, M. (2019). Dynamics of ethnic and racial self-identification in contemporary Peru. *Ethnic and Racial Studies*, 42(10), 1686-1707.

Colombia

- Anath Ariel de Vidas and Odile Hoffmann. “Beyond Reified Categories: Multidimensional Identifications Among ‘Black’ and ‘Indian’ Groups in Columbia and Mexico. *Ethnic and Racial Studies* 35, no. 9 (2012): 1496-1614. (Download from Canvas)

- Paschel, Tianna. ““The Beautiful Faces of My Black People”: Race, Ethnicity and the Politics of Colombia’s 2005 Census.” *Ethnic and Racial Studies*, vol. 36, no.

10, 2013, pp. 1544–1563., doi:10.1080/01419870.2013.791398

Uruguay

George Reid Andrews. “Introduction” and Chapter 5: “Dictatorship and Democracy, 1960-2010.” In *Blackness in the White Nation: History of Afro-Uruguay*. Chapel Hill: University of North Carolina Press, 2010.

Cuba

Alejandro de la Fuente, “Race, National Discourse, and Politics in Cuba: An Overview.” *Latin American Perspectives* 25, 3 (May 1998):43-69. (Download from Canvas)

Danielle P. Clealand. “When Ideology Clashes with Reality: Racial Discrimination and Black Identity in Contemporary Cuba.” *Ethnic and Racial Studies* 36, no. 10 (2013): 1619-1636. (Download from Canvas)

November 3

Module IV, Part 1: Race and Politics in Britain
(Paper for module due December 1, 2025)

Solomos, *Race and Racism in Britain* (entire book)

Review Symposium: Report of the Commission on the Future of Multi-Ethnic Britain,” *Ethnic and Racial Studies* 26, 4 (October 2000); 719-738. (Download from Canvas.)

Sadiya Akram, “Dear British Politics—Where is the Race and Racism?” *British Politics* (2024) 19:1-24

Pier-Luc Dupont, Thomas Sealy and Tariq Modood, “The Relation between Multiculturalism, Interculturalism and Cosmopolitanism in UK Diversity Politics.” *Identities* (2023) 23,6:785-804

Kennetta Hammond Perry, ““Little Rock” in Britain: Jim Crow’s Transatlantic Topographies,” *The Journal of British Studies* (2012) 51:155-177.

Suzanne Model, “Ethnic Inequality in England: An Analysis based on the 1991 Census.” *Ethnic and Racial Studies* 22, 6 (November 1999) 966-990. (Download from Canvas.)

New York Times, January 4, 2012. “Two Sentenced in 1993 Racial Murder Case That Changed Justice in Britain.” (Download from Canvas)

Simon Holdaway and Megan O’Neill, “Where has all the Racism Gone? Views of Racism within Constabularies after Macpherson.” *Ethnic and Racial Studies* (2007) 30, 3:397-415.

Heaven Crawley, Stephen Drinkwater, and Rukhsana Kauser. “Regional Variations in Attitudes Towards Refugees: Evidence from Great Britain.” *Centre for Research and Analysis of Migration* (2013). (Download from Canvas)Nisha Kapoor. “The Advancement of Racial Neoliberalism in Britain.” *Ethnic and Racial Studies* 36, no. 6 (2013): 1028-1046. (Download from Canvas)

November 10

Module IV Race and Politics in Britain (continued)

David Sanders, Anthony Heath, Stephen Fisher, and Maria Sobolewska. “The Calculus of Ethnic Minority Voting in Britain.” *Political Studies*, 2013: 1-22. (Download from Canvas)

- Edward Fieldhouse and Maria Sobolewska. "Introduction: Are British Ethnic Minorities Politically Under-represented?" *Parliamentary Affairs* 66 (2013): 235-245. (Download from Canvas)
- Muhammad Anwar, "The Participation of Ethnic Minorities in British Politics." *Journal of Ethnic and Migration Studies* 27, 3 (July 2001):533-549. (Download from Canvas)
- Thomas Saalfeld and Daniel Bischof. "Minority-Ethnic MPs and the Substantive Representation of Minority Interests in the House of Commons, 2005-2011." *Parliamentary Affairs* 66 (2013): 305-328. (Download from Canvas)
- Mary Stegmaier, Michael S. Lewis-Beck and Kaat Smets. "Standing for Parliament: Do Black, Asian and Minority Ethnic Candidates Pay Extra?" *Parliamentary Affairs* 66 (2013): 268-285. (Download from Canvas)
- Maria Sobolewska, Edward Fieldhouse, and David Cutts. "Taking Minorities for Granted? Ethnic Density, Party Campaigning and Targeting Minority Voters in 2010 British General Elections." *Parliamentary Affairs* 6 (2013): 329-344. (Download from Canvas)
- Nicole Martin, Maria Sobolewski and Neema Begum. "Left out of the left behind? Ethnic Minority Support for Brexit." *Ethnic and Racial Studies* (2025) 48:5 951-973.
- Neema Begum and Maria Sobolewska. "Ticking Two Boxes, Fighting Two Battles: Intersectional Experiences of Ethnic Minority Women Councillors in UK Local Government," *Politics and Gender* (2024), 20: 3, 553-578.
- Paul Warmington. "The Emergence of Black British Social Conservatism," *Ethnic and Racial Studies*, (2015) 38:7, 1152-1168.
- Rima Saini, Michael Bankole and Neema Begum. "The 2022 Conservative Leadership Campaign and Post-racial Gatekeeping," *Race and Class* (2023) 65 (2):55-74.

November 17

Module IV, Part 2: Race and Politics in Australia (continued)

- Morris, "Racism, Egalitarianism and Aborigines." In *Race Matters: Indigenous Australians and 'Our' Society*. Canberra: Aboriginal Studies Press, 1997. (Download from Canvas)
- Rachel Gibson, Ian McAllister and Tami Swenson. "The Politics of Race and Immigration in Australia: One Nation Voting in the 1998 Election." *Ethnic and Racial Studies* 25,5 (September 2002):823-844. (Download from Canvas)
- Anthony Moran, "What Settler Australians talk about when they talk about Aborigines: Reflections on an in-depth study." *Ethnic and Racial Studies* 32,5 (June 2009):781-801.
- Yin Paradies and Joan Cunningham, "Experiences of Racism Among Urban Indigenous Australians: Findings from the DRUID Study." *Ethnic and Racial Studies* 32,3 (March 2009):548-573.
- Kathy Lothian, "Seizing the Time: Australian Aborigines and the Influence of the Black Panther Party, 1969-1972." *Journal of Black Studies* 33,4 (March 2005):179-200.

- Sean Brawley and Chris Dixon, "Jim Crow Downunder? African American Encounters with White Australia, 1942-1945." *Historical Review* 71,4 (November 2002):607-632.
- James Forrest and Kevin Dunn. "Cultural Diversity, Racialisation and the Experience of Racism in Australia: The South Australian Case." *Journal of Rural Studies* 30 (2013): 1-9 (Download from Canvas)
- George Williams. "Removing Racism from Australia's Constitutional DNA." *University of New South Wales Faculty Law Research Series 2012*. Working Paper 30. (September 2012). Available Online: <http://law.bepress.com/unswwps-flrps12/40/>
- Gail Mason. "'I am Tomorrow': Violence Against Indian Students in Australia and Political Denial." *Australian & New Zealand Journal of Criminology* 45, no.1 (2012): 4-25. (Download from Canvas)
- Ien Ang. "Beyond Chinese Groupism: Chinese Australians between Assimilation, Multiculturalism and Diaspora. *Ethnic and Racial Studies* (2013): 1-14.
- Li, Yao-Tai. 2016. "'Playing' at the Ethnic Boundary: Strategic Boundary Making/unmaking among Ethnic Chinese Groups in Australia." *Ethnic and Racial Studies* 39(4): 671-89.
- Juliet, Pietsch. 2017. "Trends in Migrant and Ethnic Minority Voting in Australia: Findings from the Australian Election Study." *Ethnic and Racial Studies* 40(14): 2463-80.
- McMillan, M., & Rigney, S. (2018). Race, reconciliation, and justice in Australia: From denial to acknowledgment. *Ethnic and Racial Studies*, 41(4), 759-777.

November 24

Module IV: Racial Atrocities and Apologies (Film: *Rabbit Proof Fence*)

- Melissa Nobles, *The Politics of Official Apologies*. New York: Cambridge University Press, 2008.
- Denise Cuthbert and Marian Quartly. "Forced Child Removal and the Politics of National Apologies in Australia." *The American Indian Quarterly*, 2013. (Download from Canvas)
- King, D. S., & Page, J. M. (2018). Towards transitional justice? Black reparations and the end of mass incarceration. *Ethnic and Racial Studies*, 41(4), 739-758.

December 1

Module V: Race and the formulation of Public Policy: United States, France and Britain (Paper for module due December 12, 2025)

- Erik Bleich, *Race and Politics in Britain and France* (entire book)
- Jean-Francois Caron. "Understanding and Interpreting France's National Identity: The Meanings of Being French." *National Identities* 15, no. 3(2013): 223-237. (Download from Canvas)
- Michéle Lamont and Nissim Mizrachi. "Ordinary People Doing Extraordinary Things: Responses to Stigmatization in Comparative Perspective." *Ethnic and Racial Studies* 35, no. 3 (2012): 365-381.

(Download from Canvas)

Reighan Gillam. “(En)countered Exceptionalism: Afro-Brazilian responses to the Rise of Obama in São Paulo, Brazil.” *Latin American and Caribbean Ethnic Studies* 8, no. 3 (2013): 323-335. (Download from Canvas)

May 2 Thursday, May 2, 7:00 to 10:00 pm.

Additional information—

Mental Health and Wellness Resources

Student mental health and wellness are of primary importance at Duke, and the university offers resources to support students in managing daily stress and self-care. Some resources are listed below:

[DuWell](#) provides Moments of Mindfulness (stress management and resilience building) and meditation programming (Koru workshop) to assist students in developing a daily emotional well-being practice. All are welcome and no experience is necessary.

If your mental health concerns and/or stressful events negatively affect your daily emotional state, academic performance, or ability to participate in your daily activities, many resources are available to help you through difficult times.

[DukeReach](#) provides comprehensive outreach services to identify and support students in managing all aspects of well-being.

[Counseling & Psychological Services \(CAPS\)](#) services include individual and group counseling services, psychiatric services, and workshops. To initiate services, walk-in/call-in 9:00 AM – 4:00 PM (M/W/Th/F) and 9:00 AM – 6:00 PM Tuesdays. CAPS also provides referral to off-campus resources for specialized care. Contact: (919) 660-1000

[TimelyCare](#) (formerly known as Blue Devils Care) is an online platform that is convenient, confidential, and free way for Duke students to receive 24/7 mental health support through TalkNow and scheduled counseling.

Academic Accommodations

If you are a student with a disability and need accommodations for this class, it is your responsibility to register with the [Student Disability Access Office](#) (SDAO) and provide them with documentation of your disability. SDAO will work with you to determine what accommodations are appropriate for your situation. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Contact: sdao@duke.edu