

Sociology 240

Inequality & Identity Fall 2013

Instructor

Sociology & Legal Studies Professor Hiroshi Fukurai (hfukurai@ucsc.edu):
office hours on Tuesday 2-5 p.m. and/or an appointment.

Class Meeting

The class meets on Wednesday 9-12 p.m. at College Eight, Room 301

Course Description

In responding to a reporter's assertion of pervasive inequality in the world, such that "the richest 2%" -- mostly Americans and Europeans -- "own more than half of global total wealth," former *NY Times* correspondent and Pulitzer winner Chris Hedges declared that poverty and economic inequality "has been created by design" through colonial policies and predatory programs implemented by domestic governments and collaborated with by international organizations, including the WTO, IMF, WB, and transnational corporations. In particular, Hedges asserts that most Americans are "no different than Third World inhabitants subjugated by foreign colonialism," suggesting that the difference in national identity, the privilege of American exceptionalism, and even the geo-political state boundary in North America has failed to pose any effective barrier to indiscriminate colonial predation and exploitation in the U.S.

This course examines the effect of colonialism on inequality and identity. The class encompasses three distinct segments of critical inquiry. The first segment examines how the institutional use of such socially constructed identities as race, ethnicity, gender, sexuality, and other cognitive categories has facilitated discriminatory policies and institutional practices. We begin by paying close attention to the legal and political construction of race, exploring how the identity of race has helped ensure the unequal distribution and discriminatory allocation of social privileges, propertied rights, and legal freedoms. This segment also explores individual identity in relation to property, probing the evolution of the concept of "private property" and the effect of propertied rights on the capacity to "own" commodified objects, including human bodies.

The second segment examines individual identity in relation to the state, as well as how "self" is identified by the state. As former CIA computer system administrator Edward Snowden recently revealed, the NSA's secret dragnet surveillance of people around the globe reflects the state's increasing interest in collecting private information on individuals, including their political activities and affiliations, in the name of national security. How the state views the sanctity of the nature and environment is another topic that is addressed. We examine how the state applies the Judeo-Christian notion of "human supremacism" ("men's domination over nature") in the formulation of environmental programs and policies. The discussion also includes how the state deals with the problems of global warming, emerging pollutions and environmental devastation, including the rapid eradication of indigenous populations, culture and identity around the globe.

The third and final segment examines how people identify with political activism, including de-colonial strategies and tactics. We first question and critique the efficacy of "non-violent" and "peaceful" means of social protest and civil disobedience adopted by most social activists and grassroots organizations around the globe. We then explore alternative de-colonizing efforts such as the use of devolutionary strategies, the means of "multi-faceted" tactics of social engagement,

and the applicability of direct participatory democracy in the construction of a more equitable society.

Evaluations:

(1) Weekly In-Class Presentation of Our Reading

- *Facilitation*: In the first week, each seminar participant may sign up to be responsible for organizing and leading a seminar discussion based on a close reading of the articles/book for one week; s/he can also bring into class a relevant news story, media/video clip, film or TV excerpt, photos/songs/poems, a guest appearance in person or via a skype, etc., which is relevant to the reading topics for that day so that we can make application of the readings and concepts to contemporary events and politics, and consider the utility (or lack thereof) of the ideas put forth by various authors.
- Please remember that the success of a seminar depends on active participation and collectively developed discourse, and keeping up with the weekly reading is the most important requirement of this topical course. Come to class prepared to share your ideas and/or cogent perspective on the material by exploring the equity and adequacy of particular themes and arguments, evaluating the logic or a theory or a concept, and reflecting on the readings' implications for work of your own.
- *Participation*: Every student is expected to present a reaction/reading paper (200-400 word) of assigned paper in class and show how they relate to themes of the week's topic as well as other assigned readings (5-15 min each, based on the facilitator's discretion). It would be most ideal if you can relate the readings to issues that you are interested in exploring in your individual research and/or final paper.
- In order to facilitate discussions, **your critical reaction/reading paper to be posted to ecommons by 12 noon Tuesday every week**. To post your paper, please log onto our ecommons and submit your paper using Communication tool (on the left side of the screen) called Discussion Forums and upload your file for everyone to share.
- You can present it orally. You can also distribute copies of your synopsis and explain your arguments accordingly. Or you can do so in an imaginative way as it suits your objectives.

Final Research Paper

- (1) You must identify a key subject matter related to some aspects of inequality and identity, environmental effects, policy, movements, and strategies for social change. Students may choose any relevant topic covered in class and develop it into a full paper.
- (2) The concept paper (3 page max, excluding a cover sheet and a bibliography) is due on the 5th week, and the final paper (20 page max) is due on the final's week.

Oral Presentation of Your Research Paper:

- (1) The later part of this quarter (9th & 10th week) will be reserved for students to present findings on their research topic. The presentation evaluation will be based on how well s/he speaks about their research objectives and presents findings and arguments in an effective and engaging fashion.

Use of Wikileaks Document for Research Paper:

- In 2010, Wikileaks documents revealed more than a quarter million cables sent from 274 U.S. embassies strategically located around the globe to the U.S. State Department in Washington D.C. The cables contained information from December 28, 1966 to February 28, 2010. Critical analysis of its documents has already been felt around the globe, including so called “the Arab Spring” in 2010 which was instigated by Wikileaks’ revelations of Tunisian elites’ deep-rooted corruptions and media-constructed mass deceptions. Critical analysis of its contents has also exposed multitudes of ethically and legally questionable U.S. operations abroad, such as secret information gatherings on foreign dignitaries, reportings by surrogate agencies and intelligence assets on the emergence of democratic and socialist movements in the global south and elsewhere, investigative summaries of specific anti-U.S. protests and activities in individual states or regions, and clandestine plots to neutralize foreign targets, among many others.
- Students are free to access, examine, and investigate the content of the wikileaks document for the final paper. The 1.7 GB document will be made available for students’ use. Brief instructions on how to extract information from the document are given in class.

Textbook (Please obtain through Amazon or other internet outlets):

- VANDAHA SHIVA, EARTH DEMOCRACY: JUSTICE, SUSTAINABILITY AND PEACE (2005).
- NORMAN FINKELSTEIN, WHAT GANDHI SAYS (2012).
- MICHAEL OMI & HOWARD WINANT, RACIAL FORMATION IN THE UNITED STATES: FROM THE 1960S TO THE 1990S (CRITICAL SOCIAL THOUGH) (1994).
- MICHEL FOUCAULT, DISCIPLINE AND PUNISHMENT: THE BIRTH OF THE PRISON (1975)
- WARD CHURCHILL, DERRICK JENSEN, & MIKE RYAN, PACIFISM AS PATHOLOGY: REFLECTION ON THE ROLE OF ARMED STRUGGLES IN NORTH AMERICA (2007)

The weekly reading will be posted on eCommons every week.

Course Contents: Some weeks may show short videos, photos, and/or pictures to gain deeper understandings of weekly subjects. New reading materials, videos, or photo magazines may be added, depending upon the topics covered in individual weeks.

Additional information enlisted in Supplement is not part of weekly reading, though these materials may provide additional information for students’ research for the final paper.

SEGMENT 1: COLONIALISM, IDENTITY & INEQUALITY

(1) Introduction to Inequality & Identity, Colonialism, and the Commodification of Humans & Nature

- Derrick Jensen, “Civilization,” in *Endgame: The Problem of Civilization* (2007) – pp.22-25.
- Vandaha Shiva, Principles of Earth Democracy (preface), in *Earth Democracy: Justice, Sustainability and Peace* (2005),
- Ward Churchill, [I am Indigenist: Notes on the Ideology of the Fourth World](#), *I Acts of Rebellion* (2003), 275-299.

Supplemental Readings/Videos

- Derrick Jensen, *Preface* in DEEP GREEN RESISTANCE (eds. By Arc McBay, Lierre Keith, & Derrick Jensen) (2011) (preface can be accessed through Amazon.com)
- Vandana Shiva, “Capitalist Patriarchy Has Aggravated Violence Against Women,” *DEMOCRACYNOW!*, Mar. 8, 2013 ([10 min video](#))
- Growing Backlash Against NSA Spying Shows Why U.S. Wants to Silence Edward Snowden, *Democracy Now!* July 18, 2013 ([25 min segment](#))
- The End of Internet Privacy? Glen Greenwald on Secret Program to Crack Online Encryption, *Democracy Now!* September 6, 2013 ([10 min video](#))

(2) Social & Legal Construction of Race, Racial Capitalism, & Subservience of Nature

- Michael Omi & Howard Winant, *Racial Formation in the United States: From the 1960s to the 1990s (Critical Social Thought)* (1994) (select chapters)
- Ward Churchill, “Indians ‘R’ Us,” in *Acts of Rebellion* (2003), pp. 223-244.
- Ian Haney Lopez, *White by Law: The Legal Construction of Race* (2006) (selected chapters)
- Nancy Leong, Racial Capitalism, 126 *Harv. L. Rev.* 2151 (2013)
- Hiroshi Fukurai, “Defining and Measuring Race and Racial Identity, in *Race in the Jury Box* (2003)

Supplement Reading

- Richard Griggs, *The Meaning of “Nation” and “State” in the Fourth World*, in C. CWIS OCCASIONAL PAPER #18 (1992)
- Kwesi Kwan Prah, “[The burden of English in Africa: From Colonialism to Neo-colonialism](#)” (2009).
- Anthony J. Hall, Preface, in *The American Empire and the Fourth World* (2003)
- Rodolfo Acuña “Not just pyramids, explorers, and heroes,” in *Occupied America: A History of Chicanos*, 1-40 (1999)
- George Manuel, *The Fourth World, and the Making of a New Middle Ground*, in THE AMERICAN EMPIRE AND THE FOURTH WORLD, ed., by Anthony J. Hall (2003)

(3) Identity with Property – Private Property & Propertied Rights of Human Bodies & Natural Environment

- Anthony Hall, “Introduction: Memory and History in the Contest Between Empire and Liberty,” in *Earth Into Property: Colonization, Decolonization, and Capitalism* (2010), pp. 4-34.
- Ward Churchill, “[The Law Stood Squarely on Its Head: U.S. Legal Doctrine, Indigenous Self-Determination and the Question of World Order](#),” 81 *Or. L.Rev.* 663 (2002) [Syllabus](#)
- Sharon Dolovich, [State Punishment and Private Prison](#), 55 *Duke L.J.* 437, 2005.
- Ian F. Haney Lopez, [Post-Racial Racism: Racial Stratification and Mass Incarceration in the Age of Obama](#), 98 *Cal. L. Rev.* 1023 (2010).
- [Elizabeth Rho-Ng, The Conscripted of Asian Sex Slaves: Causes and Effects of U.S. Military Sex Colonialism in Thailand and the Call to Expand U.S. Asylum Law](#), 7 *Asian L.J.* 103 (2000)

Supplemental Reading/Video

- Tim DeChristopher, "Posing as a Bidder, Utah Student Disrupts Government Auction of 150,000 Acres of Wilderness for Oil & Gas Drilling, *Democracy Now!* Dec. 22, 2008 ([18 min](#))
- Garret Hardin, The Tragedy of Commons, 162 *Science* 13 (1968)
- Brenda V. Smith, [Women as Perpetrators of Crime: Sexual Abuse of Women in United States Prisons: A Modern Corollary of Slavery](#), 33 *Fordham Urb. L.J.* 571 (2006).
- Priscilla A. Ocen, Punishing Pregnancy: Race, Incarceration, and the Shackling of Pregnant Prisoners, 100 *Calif. L. Rev.* 1239 (2012).

SEGMENT 2: IDENTITY WITH THE STATE -- EMERGENCE OF THE CENTRALIZED STATE, SURVEILLANCE, AND NATIONAL SECURITY

(4) Identity with the State – The Nationalism, Jingoism, or Racism?

- Robert Jay Lifton, *THE NAZI DOCTORS: MEDICAL KILLING AND THE PSYCHOLOGY OF GENOCIDE* (2000) (selected chapters)
- Hannah Arendt, *Eichmann in Jerusalem, A Report on the Banality of Evil* (1976) (selected chapters)
- Chris Hedges, "the Plague of Nationalism, in *War is a Force that Gives Us Meaning* (2006)
- Marjorie Cohn, Teaching Torture at the School of Americas, 35 *T. Jefferson L. Rev.* 1 (2012).
- Brent T. White, Ritual, Emotion, and Political Belief: The Search for the Constitutional Limit to Patriotic Education in Public Schools, 43 *Ga.L.Rev.* 447 (2009).

Supplemental Reading/Videos

- Nick Turse, *Kill Anything That Moves* (2013) (selected chapters)
- Peter Jenkins, How to Clear Up Blackwater: Bringing Effective Regulation to the Private Military Industry, 23 *Temple Int'l & Comp. L.J.* 177 (2009).
- Timothy J. Kepner, Torture 101: The Case Against the United States for Atrocities Committed by School of Americas Alumni, 19 *Dick. J. Int'l L.* 475 (2001).
- Hiroshi Fukurai, People's Panels v. Imperial Hegemony: Japan's Twin Lay Justice Systems and the Future of American Military Bases in Japan and South Korea, 12 *Asian-Pac. L. Pol'J.* 95 (2010).
- Craig R. Shagin, Deporting Our Troops, 60 *Fed. L.* 46 (2013)

(5) Identity with the Nature & Environment – Propertied Environment & Effects of Human Suprematism

- Vandana Shiva, Living Democracies, 73-108 & Living Cultures, 109-144, in *Earth Democracy* (2005),
- ARC MCBAY, LIERRE KEITH, & DERRICK JENSEN, DEEP GREEN RESISTANCE (2011) (selected chapters)
- Maggie Kohls, Blackbeard or Albert Schweitzer: Reconciling Bio-piracy, 6 *Chi.-Kent J. Intell. Prop.* 108 (2007)

- Haley Stein, [Intellectual property and genetically modified seeds: The U.S., Trade, and the Developing World](#), 3 *NW. J. Tech. & Intell. Prop.* 151 (2005).
- Theodore Kaczynski, [Industrial Society & Its Future \(Unabomber Manifesto\)](#) (1983).

Supplemental Reading

- Kate Sheppard, [Keystone XL Review Misses Key Environmental Impacts, Interior Department Claims](#), *Huff. Post*, Aug. 20, 2013.
- [Ecological Impacts of Mountaintop Removal](#), *Appalachian Voices*, 2012.
- [Capitalism Will Save the Planet](#), Stimulator.TV, August, 2013 (16 min segment).
- [Indigenous Groups Lead Struggle Against Canada's Tar Sands](#), Democracy Now! Jun. 25, 2010 (15 min segment).
- Native American Activist, Author Winona LaDuke on "The Militarization of Indian Country" and Obama Admin's "Lip Service" to Indigenous Rights, Democracy Now! May 6, 2011 (17 min segment)
- Josh Fox, [Gasland Part 1 \(documentary video, 2010\)](#)
- [Earth Day Special: Vandana Shiva and Maude Barlow on the Rights of Mother Earth](#), Democracy Now! Apr. 22, 2011 (35 min segment).
- [Russell Means, "For America to Live, Europe Must Die."](#) (1980).
- Deleso A. Alford, [Hela Cells and Unjust Enrichment in the Human Body](#) (2012)

(6) How "Self" is Identified by the State in the Name of National Security – Genocide & Governmental Crimes

- Ward Churchill, [Kill the Indian, Save the Man: The Genocidal Impact of American Indian Residential Schools](#) (2004).
- Lindsay Glauner, [The Need for Accountability and Reparation: 1830-1976 The United States Government's Role in the Promotion, Implementation, and Execution of the Crime of Genocide Against Native Americans](#), 51 *DePaul L. Rev.* 911 (2002).
- Jesselyn Dadack & Kathleen McClellan, [The Criminalization of Whistleblowing](#), 2 *Am. U. Kabor & Emp. L.F.* 57 (2012).
- Amrit Singh & Jameel Jaffer, [Globalizing Torture: CIA Secret Detention and Extraordinary Rendition](#) (2013), pp.9-28.
- Michel Foucault, [Discipline and Punishment: The Birth of the Prison](#) (1975) (select chapter)

Supplemental Reading/Videos

- James Bamford, [The Shadow Factory: The NSA from 9/11 to the Eavesdropping on America](#) (2012)
- Chalmers Johnson, [Central Intelligence Agency: The President's Private Army](#)," in *Nemesis*, 90-136 (2008)
- Jeffrey Reiman, "... and the Poor Get Prison" in [The Rich Get Richer and the Poor Get Prison](#) (Jeffrey Reiman), pp.103-146.
- Baltasar Garzon, [Trailblazing Judge Who Pursued War Criminals, Faces Trial of His Own in Spain](#), Democracy Now! Feb. 1, 2012 (12 min segment).
- Ward Churchill & Jim V. Wall, ["COINTELPRO: Black liberation movement,"](#) in *the COINTELPRO Papers* 92-164 (2002)

SEGMENT 3: NEW IDENTITY & DECOLONIAZATION OF MINDS

(7) Identity with Political Activism -- Efficacy of Non-Violent Tactics & Politics of Comfort Zone

- Norman Finkelstein, *What Gandhi Says* (2012).
- Ward Churchill, Derrick Jensen, & Mike Ryan, *Pacifism as Pathology: Reflection on the Role of Armed Struggles in North America* (2007) (Please read Mike Ryan's article first, 125-151, then Jensen's preface)
- Vandana Shiva, Earth Democracy in Action, in *Earth Democracy* (2005), pp. 145-186.
- Chris Hedges, Dismantling the Liberal Class, in *Death of the Liberal Class* (2012), pp.59-108.
- Derrick Jensen, *Endgame in Endgame* Vol. 2, pp.871-880

Supplemental Reading:

- Revisiting *Unabomber Manifesto* (Week 5 reading)

(8) Developing New Identity – Anarchism, Direct Democracy, and De-Colonial Strategies for the Construction of Equitable Communities

- Justin Mueller, Anarchism, the State, and the Role of Education, *Anarchist Pedagogies* (2012)
- Ngugi wa Thiong'o, *Decolonising the Mind* (2011) & *Moving the Center* (1993) (select chapters)
- Allan Antiff, *Only a Beginning: An Anarchist Anthology* (2004) (select chapters)
- Donald Kagan, Democrat, in *Pericles of Athens and the Birth of Democracy* (1999), pp.46-64.
- John Gastil & Robert Richards, *Making Direct Democracy through Random Assemblies* (2012).

Supplemental Readings:

- Chris Hedges, Liberty Square, New York City, in *The Days of Destruction, Days of Revolt* (2012), pp. 225-272.
- Deborah Gould, On Affect and Protest, in *Political Emotions: New Agendas in Communication* (eds., by Janet Staiger, Ann Cvetkovich, & Ann Reynolds) (2010).
- Dan Jakopovich, Revolution and the Party in Gramsci's Thought, *International Viewpoint*, Nov. 17, 2008 (please pay attention to the tension between the application of "democratic centralism" & "direct democracy")
- Lyn, Carson, Direct Democracy in *Random Selection in Politics* (1999), pp.39-52.

(9) Wrap Up Discussions & Student Presentation

(10) Student Presentation