

Race, Capitalism, and World Politics

Political Science
POLS 241

Spring 2023

Trinity College
Room #: SH-N128
10:00 – 11:15 a.m.

Dr. Jacob Kripp

Email: jkripp@trincoll.edu

Phone: 508-954-3735

Office Hours: Monday/Wednesday 11:30 – 12: 30 p.m. in Downes Memorial Room 104 or by appointment

Introduction

We live in a world of brutal racialized violence and massive economic inequality. How did the world get this way? How does a violent past continue to exert force on the present? How are racialized violence and inequality related? Can these global conditions be changed? This course tackles these questions through the lens of global racial capitalism. Global racial capitalism means three things. First, capitalism is more than just the study of economic markets. It is a way of organizing life and society that shapes how we act and think politically. Second, racism extends beyond individual prejudice. It is deeply ingrained in this social organization we call capitalism. Finally, this system has always involved politics that extends across borders. It brings people into contact through imperialism, colonialism, warfare, trade, and cultural exchange. This course wagers that this historical and theoretical perspective gives us a better window into understanding our unequal and violent present by looking at how race, class, and power function across borders.

Structure of the Course

The course proceeds more or less historically, with a majority of our time spent on rethinking the global politics of the 20th century from the perspective of the Global South. We begin by discussing the relationship between racism and capitalism in the 19th century. Here our readings deal with slavery, revolution, and settler colonialism. Though our course proceeds historically, each of the authors that we engage with in the first part of this course demonstrate in different ways how the racial capitalist past is also our present. Our next section rethinks the politics of the first half of the 20th century by focusing on World War and fascism from below. We then turn to what we think of today as the Cold War. From the perspective of those in the Global South, the Cold War was not Cold – nor was the Cold War a distinct phase in global politics. Instead, the Cold War was a time of extreme global racial violence, upheaval, decolonization, and neo-colonialism. In our final part of the course, we will think through how the history of racial capitalism that we've learned throughout the course shapes the politics of our present and future. Here we will examine the politics of “Endless War”, policing, homocapitalism and homonationalism, and the potential for fascist revivals in our present.

Course Goals:

Students will develop the theoretical tools and vocabulary to read, write, and think about how racism and capitalism are linked both historically and in contemporary global society. They will develop critical reading and writing skills through a close reading of important philosophical and theoretical

texts and they will learn how to synthesize and clearly convey complex ideas through written assignments. Students will engage in the difficult work of drawing from theory to think about the way power operates in the world and will critically analyze the effectiveness of different theoretical approaches for studying politics. They are encouraged to develop their own ideas, rigorously grounded in textual and empirical evidence, on the relation between race, political economy, and power through class discussions that place different perspectives into conversation.

Essays (60% of total grade)

Students will write three 5–6-page essays focusing on conceptual issues raised during the class. Two weeks prior to the due date I will hand out a set of question prompts. Students are expected to choose one question and answer it using the material read in class. The first assignment will consist of a dialogue between two or more authors in the course. The second assignment will deal with how a historical issue of race, capitalism, and world politics shapes our understanding of political concepts in the present. The final essay will ask students to place two or more of the texts from our course in conversation to make a speculative argument on the relationship between racism and capitalism in the present and future of world politics.

Essay #1 due Monday, February 26 (15%)

Essay #2 due Wednesday, April 10 (20%)

Final Paper due Monday, May 6 (25%)

Late Paper Policy

An assignment will be marked down one third of a grade (i.e. a B+ becomes a B) if submitted prior to due date of the next assignment. An addition third of a grade deduction will be applied for each subsequent due dates missed.

For example, three assignments are due February 21, April 10, and May 8. A paper turned in on February 22 (or 24 or 28) will receive one third of a grade deduction. A paper turned in April 11 (or 15, or 28, etc.) will receive another deduction. A paper turned in May 6 or later will receive a full grade deduction.

This policy applies to all work that is submitted after the end of the semester, as part of an incomplete or NGR.

Extensions

You may take **one** one-week extension on either of the first two papers. To receive the extension, you must email me (jkripp@trincoll.edu) ahead of the due date. No further extensions will be granted.

Discussion Questions (20% of total grade)

Students will be expected to submit eight sets of discussion questions over the course of the semester. Students can choose any classes starting January 29 to submit questions for. Questions must be typed and emailed to me (jkripp@trincoll.edu) **no later than 9:00 a.m.** the day of class. Each set of questions will be graded on a $\checkmark+$ (100%), $\checkmark/\checkmark+$ (90%), \checkmark (80%), $\checkmark/\checkmark-$ (70%), $\checkmark-$ (59%) scale. The discussion questions should follow the format distributed in class and uploaded to Moodle. Please do not duplicate days for discussion questions and leading class. *No late questions will be accepted.*

Class Participation & Absences (20% of total grade)

Students will begin with a 90% participation grade in the classroom. This can go up to 15% for outstanding class contributions or it can down 15% for lack of substantive participation. Absences will be marked down by 5% for each absence. Please email me (jkripp@trincoll.edu) *prior* to class if you will not be able to attend. Please note that if you are an active participant, this gives you some flexibility.

Theory is, and will always be, about conversation and dialogue. This dialogue takes place between me and you as teachers and students, between each other as fellow learners, and within ourselves, and we unthink previously held assumptions, and reorient ourselves to the world. Participating in these conversations in a college reading seminar can be an incredibly unique experience of collective discussion. As Professor Isaac Kamola writes, “the classroom is an encounter that can prepare students to critically understand, and engage, the world in the pursuit of more just, equitable, and sustainable futures.” But this encounter is one that depends on each of you to put in the work prior to entering the classroom. This means reading each text prior to class and contributing substantively to class discussion. This is a collaborative space, one where we’ll ask questions of each other, and build on each other’s ideas. We don’t always have to agree, but we must recognize the value of each of our contributions to the classroom space.

Electronic Devices

There are no electronic devices allowed in the classroom space. That includes laptops and the active use of cellphones. This may seem like a harsh policy, especially for those of us who have lived through Zoom U. But for a reading seminar hiding behind your laptop is a distraction from engaging with each other and the text. The electronics policy is in place to make sure that we are focused on those things. You should bring a hardcopy of the text to every class, and I encourage you to bring a notebook as well. Exceptions will be made for students who need accommodations or to use electronics in the case of emergency (see below).

Academic Integrity

Students will be asked to engage in close readings that draw directly from primary texts. Even when reframing arguments in their own words, you should make sure you are properly citing the texts you are drawing from. When in doubt, cite! If you have any questions about proper citation, please consult me. Plagiarism and other issues of academic integrity will be taken seriously in this course and students should familiarize themselves with their rights and responsibilities in the following document that outlines Trinity College policies: <https://www.trincoll.edu/dean-of-students/community-standards/student-integrity-contract/>.

ChatGPT

I have noticed an uptick in the use of ChatGPT across my courses. The use of ChatGPT for completing an any assignment in this course (unless otherwise explicitly directed toward the use of ChatGPT) is considered plagiarism and will be treated as such according to Trinity College’s Code of Conduct. Just as important for the context of this course, the use of ChatGPT as a substitute for engagement with the text dulls your own critical thinking skills and prevents a serious engagement with the text and with your fellow colleagues in the course. If you are struggling with the material to the point where using AI to complete assignments seems tempting, please come see me and we can discuss the material, as well as different reading and writing strategies.

Student Accessibility

You **do not** have to disclose your disability status to request accommodations from me. I **do** want to know about what kinds of accommodations will make our classroom a productive learning environment for you, but I also want you to know that disclosure is a choice.

Disclosure isn't limited to disability status: it may come up with respect to past trauma, gender identity, sexuality, etc. I have a legal obligation to disclose sexual misconduct and civil rights violations to the university, so be aware of these legal obligations. Risk is inherent in any space, but to manage that risk in as respectful way as possible, please observe the following ground rules concerning your and other's disclosures:

- Disclosure is a complex and personal decision, and it should be voluntary.
- Disclosures are only to our classroom. Please don't discuss that information with people outside of our class without express permission.

This is a classroom committed to access: I have tried to anticipate as many kinds of situations as possible, but if any changes would facilitate your greater participation, don't hesitate to contact me. Access works best as a community effort. If you are a student with a disability and use accommodations, please contact the Student Accessibility Resource Center, Level A, LITC (860) 297-4206, SARC@trincoll.edu so that appropriate arrangements can be made.

Campus Resources

The Writing Center (<https://www.trincoll.edu/writing-center/writing-center/>) provides tutoring services and several helpful resources on writing. You may schedule an appointment online or visit the Writing Center located at 115 Vernon (the English Dept. Building) Room 109.

The Quantitative Center (<https://www.trincoll.edu/quantitative-center/>) provides tutoring and support services to ensure quantitative literacy. You may schedule an appointment online or visit the Quantitative Center located in the Mathematics, Engineering & Computer Science Center (MECC) Room 172.

The Counseling and Wellness Center (<https://www.trincoll.edu/counseling-wellness-center/>) is located at 135 Allen Place and offers a variety of health and wellness services. You may call (860) 297-2415 to speak with a member of the staff or schedule an appointment.

The Raether Library and Information Technology Center (<https://www.trincoll.edu/lits/>) Help Desk can be reached via e-mail at helpdesk@trincoll.edu or by phone at (860) 297-2007.

Weekly Reading Schedule

Monday, January 22

- Introductions

Slavery, Colonialism, and Revolution in World Politics

Wednesday, January 24: Slavery and Racial Capitalism

- Robinson, Cedric “Introduction” and “Racial Capitalism: The Nonobjective Character of Capitalist Development” in *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill: UNC Press. pp. 1-28

Monday, January 29: The Haitian Revolution

- Bogues, A., 2005, March. The Haitian revolution and the making of freedom in modernity. In *Address. Political Theory Workshop. University of Pennsylvania* (Vol. 25).
- Trouillot, Michel Rolph, 1994. Haiti’s Nightmare and the Lessons of History. *NACLA Report on the Americas*, 27(4), pp.46-51.

Wednesday, January 31: Primitive Accumulation and Settler Colonialism

- Coulthard, Glen. “Introduction: Subjects of Empire” in *Red Skin, White Masks*. Minneapolis: University of Minnesota Press.
- Wolfe, Patrick. 2006. Settler Colonialism and the Elimination of the Native. *Journal of genocide research*, 8(4), pp.387-409

Monday, February 5: Colonialism and Capitalism

- “Chapter Five: Africa’s Contributions to the Capitalist Development of Europe—The Colonial Period” in *How Europe Underdeveloped Africa*. Baltimore: Black Classic Press. pp. 147-202.

Wednesday, February 7: The Origins of International Relations

- Thakur, V., Davis, A.E. and Vale, P., 2017. Imperial mission, ‘scientific’ method: an alternative account of the origins of IR. *Millennium*, 46(1), pp.3-23.
- Vitalis, Robert. 2015. “A Mongrel American Social Science” in *White World Order, Black Power Politics*. Ithaca: Cornell University Press.

World War and Fascism

Monday, February 12: The African Roots of War

- Du Bois, W.E.B. 1915. The African Roots of War. *The Atlantic*.
- Tate, Merze., 1943., The war aims of World War I and World War II and their relation to the darker peoples of the world. *The Journal of Negro Education*, 12(3), pp.521-532.

Wednesday, February 14: The Great War (from Below)

- Sabaratnam, Meera. 2023. Bring up the bodies: international order, empire, and re-thinking the Great War (1914–1918) from below. *European Journal of International Relations*, 29(3), pp. 553-575.

Monday, February 19: The League of Nations

- Logan, Rayford W., 1928. The operation of the mandate system in Africa. *The Journal of Negro History*, 13(4), pp.423-477.

Wednesday, February 21: The Howard School

- Bunche, Ralph. 1936. *A World View of Race*. Washington D.C: The Associates in Negro Folk Education. pp. 1-66.

Monday, February 26: Fascism and the Italian Invasion of Ethiopia

- Shilliam, Robbie., 2013. Intervention and colonial-modernity: Decolonising the Italy/Ethiopia conflict through Psalms 68: 31. *Review of International Studies*, 39(5), pp.1131-1147.
- Selassie, Haile. "Appeal to the League of Nations." League of Nations, Geneva, June 30, 1936. Available at: <https://www.blackpast.org/global-african-history/1936-emperor-haile-selassie-ethiopia-appeal-league-nations/#:~:text=On%20June%2030%2C%201936%2C%20Emperor,do%20you%20intend%20to%20take%3F>
- **Essay #1 due**

Wednesday, February 28 – Bicentennial Day, No Classes

Monday, March 4: World War II, Colonialism, and Fascism

- Barkawi, Tarak., 2006. Culture and combat in the colonies: the Indian army in the Second World War. *Journal of Contemporary History*, 41(2), pp.325-355.
- Cesaire, Aime. 2000. *Discourse on Colonialism*. New York: Monthly Review Press. pp. 32-43.

Wednesday, March 6: Fascist Retrenchment

- Kuzmarov, Jeremy. 2012. "“Their Goal Was Nothing Less than ‘Total Knowledge’”: Policing Occupied Japan and the Rise of the National Security Doctrine” in *Modernizing Repression*. Amherst: University of Massachusetts Press. pp. 57-78.
- Anievas, Alexander. and Saull, Richard., 2020. Reassessing the Cold War and the far-right: Fascist legacies and the making of the liberal international order after 1945. *International Studies Review*, 22(3), pp.370-395.

March 9 – March 17 Spring Break, No Classes

Cold War and Decolonization

Monday, March 18: The Korean War and Race War

- Cumings, Bruce. 2012. American Orientalism at War in Korea in *Orientalism and War*, Barkawi, Tarak and Stanski, Keith (eds.). Oxford: Oxford University Press. pp. 39-64.
- Kripp, Jacob. The Yellow Peril and the Ontology of the Enemy. (Working Paper)

Wednesday, March 20: Bandung

- Vijay Prashad, *The Darker Nations: A People’s History of the Third World* (New York & London: The New Press, 2007), pp. xv-xix and 31-50.

Monday, March 25: Decolonizing the Cuban Missile Crisis.

- Laffey, Mark. and Weldes, Jutta., 2008. Decolonizing the Cuban missile crisis. *International Studies Quarterly*, 52(3), pp.555-577.
- *Democracy Now*. “The Untold Story of Cuba’s Support for African Independence Movements under Fidel Castro” available at: <https://www.youtube.com/watch?v=U1iUe3NmMh8>.

Wednesday, March 27: Vietnam and White Supremacy

- *The Intercept*. May, 2023. Kissinger’s Blood Legacy. Podcast available at: <https://theintercept.com/2023/05/25/intercepted-henry-kissinger-cambodia/>
- Chi Minh, Ho. “Proclamation of Independence of the Democratic Republic of Vietnam,” (Sept. 2, 1945).

Monday, April 1: Nkrumah and Ghana

- Nkrumah, Kwame. 1969. *Axioms of Kwame Nkrumah*. Hertford: Watford Printing Services. pp. 1-41.

Wednesday, April 3: Fanon and Algeria

- Fanon, Frantz. 2008. On Violence in *Wretched of the Earth*. New York: Penguin Press. pp. 1-62.

Empire and Endless War

Monday, April 8: Palestine

- Said, Edward. 1980. The Question of Palestine in *The Question of Palestine*. New York: Vintage Books. pp. 1-55.

Wednesday, April 10: Neoliberalism and Endless War on Terror

- MacLeavy, J. and Peoples, C., 2009. Workfare–warfare: Neoliberalism, “active” welfare and the new American way of war. *Antipode*, 41(5), pp.890-915.
- Blowback Podcast. Curveball. Season One, Episode Three. <https://blowback.show/Season-1>
- **Essay #2 due**

Monday, April 15: Policing

- Denman, Derek S. 2020. The logistics of police power: Armored vehicles, colonial boomerangs, and strategies of circulation. *Environment and Planning D: Society and Space*, 38(6), pp.1138-1156.
- Go, Julian. 2022. Policing Empires. Available at: <https://www.youtube.com/watch?v=bKUYCt4Hq7M>

Wednesday, April 17: Homocapitalism and Homonationalism

- Rao, Rahul. 2015. Global homocapitalism. *Radical Philosophy*, 194, pp.38-49.
- Puar, Jasbir K., 2015. Homonationalism as assemblage: Viral travels, affective sexualities. *Revista lusófona de estudos culturais*, 3(1), pp.319-337.

Monday, April 22: Climate Crisis

- Ghosh, Amitav. 2016. *The Great Derangement: Climate Change and the Unthinkable*. Chicago: University of Chicago Press. pp. 1-27

Wednesday, April 24: Late Fascism

- Toscano, A., 2023. *Late Fascism: Race, Capitalism, and the Politics of Crisis*. Verso Books. [selections tbd]

Monday, April 29

- Course Conclusions & Final Paper Discussions

Monday, May 6

- **Final Paper Due**