

**HIS 218/ECO 218W/PSC 290/AAS 218, The Historical Origins of Unequal
Development Among Ethnic Nationalities and State Policy: A
Comparative Study of Brazil, the United States, and Nigeria**

Spring 2022

**Instructor: Joseph E. Inikori (Professor)
Zoom, Monday & Wednesday 10.25-11.40 am
Office Hours: Wednesday, 3.00-5.00 pm, Zoom**

I. Course Scope and Focus

The 2010 Brazilian national census shows 97.2 million Afro-Brazilians and 90.6 million Whites, being 51 percent and 48 percent of the national total, respectively. These two ethnic nationalities have developed unequally since the establishment of colonial Brazil by Portugal in the sixteenth century. The contemporary dimensions (magnitude) of the inequality can be seen in the 2010 census: the average income of Afro-Brazilians was less than half that of White Brazilians; in Rio de Janeiro (like several other cities), Afro-Brazilians constituted the vast majority of the people in the shanty towns (favelas or slums) and only 7 percent of the people in the richer districts. Similar unequal development between African Americans and White Americans can be observed in the United States. The 2010 national census shows 42 million African Americans, being 14 percent of the national total (the three main ethnic nationalities are whites, Latinos, and African Americans). Recently published data show the current dimensions of the inequality between Whites and African-Americans: 20 percent of Black Americans ages 25 and above have a college degree or better, compared with the national average of 30 percent; Black Americans constitute 7 percent of Americans with a doctoral degree and Whites, 74 percent; in 2009, the wealth gap between White and Black American families was \$236,500; the recent US census shows 28 percent of African Americans live at or below the national poverty line, compared with 10 percent of White Americans. The most populous African nation, Nigeria, shows similar inequality among its major ethnic nationalities. On the eve of political independence in 1959, Yoruba students in the only university in the country at the time, University College, Ibadan (a College of London University), were 43 percent of the total, Igbo students, 35 percent, Fulani students, 0.6 percent, and Hausa students, 0.3 percent. In 1995/96, almost four decades after independence, the Northeast (Kanuri and Hausa-Fulani) had 6 percent of the national

to trace, comparatively, the historical origins of the phenomenon, examine the political and economic consequences, and discuss the politics and economics of state policy designed to address it.

In some important sense, the problem of inequality in these three countries mirrors a somewhat similar problem in the current global system that has been a major threat to world peace. The problem became so pressing in the last decades of the twentieth century that an independent commission, the Willy Brandt Commission, was set up in 1977 to study it and propose solutions. As the chairman of the commission, Willy Brandt of Germany, observed in its report,

When we first met near Bonn in December 1977, we regarded it as our task (as we said in our terms of reference) 'to study the grave global issues arising from the economic and social

preparing their term papers. The office hours' slots will be made available in class for students to select their convenient slots each week. There is no final examination in the course. The term paper takes the place of the final examination.

III. Required Textbooks

(A) *Textbooks to be purchased by Students*

1. Anthony W. Marx, *Making Race and Nation: A Comparison of South Africa, the United States and Brazil* (Cambridge: Cambridge University Press, 1998).
2. Tom Forrest, *Politics and Economic Development in Nigeria* (Boulder, Colorado: Westview Press, 1995)
3. Monique W. Morris, *Black Stats: African Americans by the Numbers in the Twenty-First Century* (New York: The New Press, 2014)
4. Edward Royce, *Poverty and Power: The Problem of Structural Inequality* (2nd ed., New York: Rowman & Littlefield, 2015)
5. William A. Darity Jr. and Kirsten Mullen, *From Here to Equality: Reparations for Black Americans in th*

Buenos Aires, December 2014,
<http://sites.middlebury.edu/ehрге/files/2015/04/Bucciferro.pdf>
accessed February 12, 2016.

2. Anani Dzidzienyo and Lourdes Casal, *The Position of Blacks in Brazilian and Cuban Society*

IV. Course Outline

1. January 12, 2022:

Introductory class the general problem of inequality in the current global system: inequality between countries and between major regions (in particular, the West and the Rest, and the North and the South); inequality within countries (class, race, regions); socio-political and economic consequences Difference between global inequality and inequality within countries Course requirements and mode of operation (see **II**, above)
 Course Outline Course Texts: preparation for classes; writing one-page essays; answering the mid-term questions; writing the long term paper
Discussion leaders for The Dimensions of Inequality in Contemporary Times:
 i) January 24, 2022 (Brazil)
 ii) January 31, 2022 (United States)
 iii) February 7, 2022 (Nigeria)

2. January 19 & 24, 2022:

The Dimensions of Inequality between Afro-Brazilians and White Brazilians in Brazil in Contemporary Times.

Readings i) Bucciferro, “Racial Inequality in Brazil from Independence to Present;”
 ii) Dzidzienyo and Casal, *The Position of Blacks in Brazilian and Cuban Society*, Minority Rights Group Report, No 7, 1979;
 iii) Reid, *Brazil: The Troubled Rise of a Global Power*, pp. 164-191 (**pp. 181-185, in particular**);
 iv) Rohter, *Brazil on the Rise*, Chapter 3, pp. 59-79.

3. January 26 & 31, 2021:

The Dimensions of Inequality in the United States in Contemporary Times.

Readings i) Morris, *Black Stats: African Americans by the Numbers in the Twenty-First Century*;
 ii)

5. February 9, 14, 21 & 23, 2022:

The Historical Origins of Inequality in Brazil:

- Readings**
- i) Bucciferro, "Racial Inequality in Brazil from Independence to Present;"
 - ii) Marx, *Making Race and Nation*, pp. 27-35, 48-56, 158-177, 250-278;
 - iii) Skidmore, "Towards a Comparative Analysis of Race Relations since Abolition in Brazil and the United States."

March 5-13, 2022: Spring Break.

6. February 28, March 2, 14 & 16, 2022:

The Historical Origins of Inequality in the United States:

- Readings**
- (i) Childs, *Slaves of the State*;
 - ii) Lindert and Williamson, *American Growth and Inequality*, pp. 222-224, 286-303.
 - iii) Marx, *Making Race and Nation*, pp. 35-46, 56-64, 120-156, 217-248, 264-278;
 - (iv) Ogbu, *Black American Students in an Affluent Suburb: A Study of*

1-25, p. 73 [gender and Race/Ethnicity], pp. 128-129 [The politics of Race], and pp. 197-258.)

ii) Lindert and Williamson, *American Growth and Inequality*, pp. 442-462.

iii) Wray, *Modern Money Theory: A Primer on Macroeconomics for Sovereign Monetary Systems*, Chapter 8, “Policy for Full Employment and Price Stability,” pages 221-247.

iv) Darity, “A Direct Route to Full Employment,” pp. 179-181.

v) Darity, “From Here to Full Employment,”

vi) Darity and Hamilton, “Bold Policies for Economic Justice,”

vii) Darity Jr. and Mullen, *From Here to Equality: Reparations for Black Americans in the Twenty-First Century*.

viii) Wallis, *America’s Original Sin: Racism, White Privilege, and the Bridge to a New America*.

10. April 25, 27, & May 2, 2022:

The Politics and Economics of State Policy Addressing Inequality in Nigeria:

- Readings**
- i) *Report of the Presidential Implementation Committee for the Recommendations of the National Seminar on the National Question;*
 - ii) Inikori, “Inequality among Ethno-Religious Groups and Long-Run Development.”

11. May 4, 2022:

Concluding Discussion.