



COURSE: Racecraft: African Perspectives
AFRI 4050F/ AFRI 5050F/WGST 4812/WGST 5901B

TERM: Fall 2023

CLASS: Day & Time: Tuesdays 2:35pm - 5:25pm

INSTRUCTOR: Shireen Hassim

CONTACT: Office Hrs:
Building: Dunton Tower
Room No: 1707
Email: shireenhassim@cunet.carleton.ca

Course Description:

What is 'race' and how does racism shape the modern world? How do race, gender and sexuality interact with each other in producing social and economic hierarchies? Drawing on the argument of Barbara Fields and Karen Fields that race is produced by practices of racism, rather than an effect of the existence of racial difference, this course traces the ways in which race is crafted. Thinking about 'racecraft' rather than 'race' enables us to make visible the historical processes that underpin race thinking, and thereby to make the concepts available for critique. The course begins from debates in (and about) Africa, rather than from the diaspora. Although African debates and diasporic debates intersect and shape each other, this course centres the vibrant intellectual and political work that accompanied some of the most profound challenges to colonialism and white supremacy. By examining contexts where blackness is the condition of the majority, and where challenges to white power are embedded in radical utopian imaginations of freedom, self-sufficiency and sovereignty, we might rethink the relationships between race and democracy.

The course will be run as a seminar, requiring a high level of participation from students.

Some terms in older texts may appear offensive to students. I would prefer not to censor such words, but I appeal to all in the class to be in mind the context in which they appear, and to avoid their use in contemporary conversation.

Please note: My teaching mode is highly interactive and each class cohort shapes the content of discussion, depending on their specific curiosities. I will endeavor to keep that openness to your interests as far as possible, and I hope that each of us will take responsibility for building a community that is open to learning from each other, and safe for raising what are likely to be challenging questions.

I want to really emphasise that this class works best when there is full commitment from students, including preparation for each class and willingness to risk stepping into conversations. To underscore this, some part of your final grade is comprised of a participation assessment; please read that section carefully. Also, you will see that some weeks have more reading than others but do not be put off by this. We will make time for reading!

EVALUATION

Seminar participation 10%

Students are expected to prepare for class. You will be assessed on your presentation as well as on your general participation in discussion throughout the course.

Weekly seminars will consist of discussion. A seminar is a forum within which to examine and discuss ideas and interpretations of assigned weekly readings. The success of a seminar depends entirely on student preparation and participation. Students should arrive to class having read all assigned texts and prepared to discuss them. Your **class attendance and the quality** (not quantity) of your contribution to class discussion will form the basis of your participation grade. Note that active listening is a crucial aspect of effective participation.

Discussion leadership 10%

Each student will prepare to lead one class discussion. This will include a short written intervention (max 2-3 pages), circulated to the class 24 hours before the presentation. Your presentation should pose at least three questions that arise out of the readings, and then answer at least one of these. The written text of your presentation should be circulated to the class 24 hours in advance. The participants in class will be expected to consider whether the three questions are the most relevant, to suggest other questions that might be asked of the literature and to consider whether the presenter's answer is a cogent one based on the readings.

You will be assessed on

- a) your ability to draw out the main themes of texts and present these coherently
- b) your ability to both lead and respond to questions from class

This exercise will prepare you for making presentations and assist you in both academic and non-academic settings

Book Report 20%

Prepare a 2-3 page critical analytical response to any book relevant to the course. Please discuss your selection with me first. Your response should address the book's core argument, supporting evidence and should provide a critical assessment of the significance and validity of the argument.

Please declare your choice for approval by September 19.

Due date October 3

Essays 60%

You will write two short essays for this course, each worth 30%.

The essays must demonstrate critical thinking, the ability to assess different texts in a coherent analysis, and be well written and formally referenced. The essays must be between 1500 words in length, presented in Times New Roman font size 12 double-spaced.

Essay 1

Due October 26

What are the differences between understanding racism as structural, understanding racism as attitudinal, and understanding race as biological? Discuss these differences in relation to examples in the world around you.

(1500 words + bibliography)

Essay 2

Due November 24

Watch the movie *Skin* on the story of Sandra Laing. This movie is available on DVD at MacOdrum Library as well as through Kanopy (via your public library membership).

What is the relationship between state classification systems and intimate family relations?
 Write a critical response to the movie that addresses this question (1500 words). Do not attempt to recapitulate plot; focus instead on the meanings and effects ascribed to race in apartheid South Africa.

SUMMARY OF REQUIREMENTS

ASSIGNMENT	WEIGHT	CONSIDERATIONS	DATE DUE
Class participation	10%	Continuous assessment based on active participation	Final grade awarded Dec 5
Seminar presentation	10%	Sign up at first class for date on which you will lead the class discussion Prepare critical response to texts for selected class and circulate 24 hours before class	Assessed at relevant class
Book Review	20%	Select book in consultation with Prof Hassim by September 19 2 page review (see details above)	September 19 October 3
Essay 1	30%	1500 words Details above	October 28
Essay 2	30%	Critical thinking, coherence in argument, ability to weigh different types of evidence 1500 words	November 29
Total	100%		

COURSE SCHEDULE

September 5: Introduction

This class serves as an introduction to the course. We will discuss objectives, readings, evaluation and organization of the course.

Please come prepared to select a topic from the outline for the seminar presentation.

September 12:

The idea of race

Goldberg, David Theo. "The Semantics of Race." *Ethnic and Racial Studies* 15.4 (1992): 543–569.

Posel, Deborah. "Race as Common Sense: Racial Classification in Twentieth-Century South Africa." *African Studies Review* 44.2 (2001): 87–114.

Garuba, Harry. "Race in Africa: Four Epigraphs and a Commentary." *PMLA : Publications of the Modern Language Association of America* 123.5 (2008): 1640–1648.

Watch Race: The Power of an Illusion available on Kanopy. Episode 1 is most useful for our discussion, but please try to watch the other two episodes as well.

September 19

The imperial footprint

McClintock, Anne. 1995. "The Lay of the Land: Genealogies of Imperialism." *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*. pp. 21-74.

September 26

Fanon on the racial encounter

Watch Frantz Fanon: Black skin White masks (on Kanopy)

Fanon, Franz. [1952] 1982. *Black Skin, White Masks*. New York: Grove Press. Introduction and Chapters 1, 4, 5.

October 3

Enduring legacies

Sides, Kirk B. "Precedence and Warning: Global Apartheid and South Africa's Long Conversation on Race with the United States." *Safundi* (Nashville, Tenn.) 18.3 (2017): 221–238.

Minter, William. "Invisible Hierarchies: Africa, Race, and Continuities in the World Order." *Science & society* (New York. 1936) 69.3 (2005): 449–457.

Flint, Adrian, and Vernon Hewitt. "Colonial Tropes and HIV/AIDS in Africa: Sex, Disease and Race." *Commonwealth & Comparative Politics* 53.3 (2015): 294–314.

Stokely Carmichael. "'We Are All Africans': a Speech by Stokely Carmichael to Malcolm X Liberation University.(Kwame Ture/Stokely Carmichael: Tribute to a Life of Struggle)." *The Black scholar* 27.3-4 (1997): 65–.

October 10

Racial Capitalism

Ashman, Sam. "Racial Capitalism and South Africa's Changing Race-Class Articulations." *New Agenda* (Johannesburg, South Africa) 2022.84 (2022): 29–35.

Nattrass, Nicoli, and Jeremy Seekings. "'Two Nations'? Race and Economic Inequality in South Africa Today." *Daedalus* (Cambridge, Mass.) 130.1 (2001): 45–70

Zachary Levenson & Marcel Paret (2023): The South African tradition of racial capitalism, *Ethnic and Racial Studies*, DOI: [10.1080/01419870.2023.2219300](https://doi.org/10.1080/01419870.2023.2219300)

October 17

Can Arabs be African?

Ali Mazrui, <https://www.foreignaffairs.com/articles/africa/1975-07-01/black-africa-and-arabs>
<https://africasacountry.com/2022/12/the-afro-arab-cup>

Gross-Wyrtzen, Leslie. "'There Is No Race Here': On Blackness, Slavery, and Disavowal in North Africa and North African Studies." *The journal of North African Studies* ahead-of-print.ahead-of-print (2022): 1–31.

Pierre, Jemima. "Race in Africa Today: A Commentary: RACE IN AFRICA TODAY." *Cultural Anthropology* 28.3 (2013): 547–551.

October 24-28 FALL UNIVERSITY BREAK (No class)

October 31

Watch *Skin* on Kanopy, on the story of Sandra Laing. This movie is available on DVD at MacOdrum Library

What is the relationship between state classification systems and intimate family relations?

Write a critical response to the movie that addresses this question (1500 words). Do not attempt to recapitulate plot; focus instead on the meanings and effects ascribed to race in apartheid South Africa.

Braun, Lundy, and Evelyn Hammonds. "Race, Populations, and Genomics: Africa as Laboratory." *Social Science &*

Medicine (1982) 67.10 (2008): 1580–1588. Web.

Dubow, Saul. *Scientific Racism in Modern South Africa*. Cambridge: Cambridge University Press, 1995, chapter 1.

Schramm, Katharina. "Race, genealogy, and the genomic archive in post-apartheid South Africa." *Social Analysis* 65.4 (2022): 49–69.

November 7

Minorities 1:

Theroux, Paul. "Hating the Asians." *Transition*, no. 33 (1967): 46–51. <https://doi.org/10.2307/2934117>.

Mahmood Mamdani "The Uganda Asian Expulsion Twenty Years After"

Economic and Political Weekly, Vol. 28, No. 3/4 (Jan. 16-23, 1993), pp. 93-96

Desai, Gaurav. "Asian African Literatures: Genealogies in the Making." *Research in African literatures* 42.3 (2011): v–xxx.

Soske, Jon (2015) The impossible concept: Settler liberalism, Pan-Africanism, and the language of non-racialism, *African Historical Review*, 47:2, 1-36

Park, Joon (2012) "Living in between: The Chinese in South Africa" <https://www.migrationpolicy.org/article/living-between-chinese-south-africa>

November 14

Minorities 2

Shona Hunter and Christi van der Westhuizen, "Viral Whiteness: Twenty-first century global colonialities" in Shona Hunter and Christi van der Westhuizen (ed) *Routledge Handbook in Critical Studies of Whiteness*

Nuttall, Sarah. "Subjectivities of Whiteness." *African Studies Review*, vol. 44, no. 2, 2001, pp. 115–40. *JSTOR*, <https://doi.org/10.2307/525577>. Accessed 11 Jan. 2023.

Steven Biko, "White racism and black consciousness" in Thomas V McClendon and Clifton Crais (eds) *The South Africa Reader*, Duke.

Robert P. Baird, 2021 "The invention of whiteness: The long history of a dangerous idea",

<https://www.theguardian.com/news/2021/apr/20/the-invention-of-whiteness-long-history-dangerous-idea>

November 21

Living in racism: Place and meaning

Canham, Hugo, 2023 *Riotous Deathscapes* (Duke University Press), Chapter 1 ("Watchful Mountain, Observant Ocean")

Dlamini, Jacob *Native Nostalgia*, Johannesburg (Jacana Press) Chapter 6 "The sense of township life"

Lisa Findlay and Liz Ogbu, "South Africa From Township to Town", https://placesjournal.org/article/south-africa-from-township-to-town/?gclid=CjwKCAjwJimBhAsEiwA1hrp5uGkstGafbchZmn4vohGVyb2enr-S_Q4x3AbSFEsMipXFPIG3p79RoCHccQAvD_BwE&cn-reloaded=1

November 28

Nonracialism and Black consciousness

Alexander, Neville. *Thoughts on the New South Africa*. Auckland Park, South Africa: Jacana, 2013 read "Part 1: Strands of Struggle"

Maboge Percy More, *Biko: Philosophy, Identity and Liberation*, 2017 (HSRC Press) chapter 2 'Black consciousness and its historicity'

DECEMBER 5: Post-apartheid, post-race?

Msimang, Phila. "Non-Racialism Isn't in the Future of South Africa: Towards a Pessimistic View of Race in South Africa." *Transformation* (Durban, South Africa) 96.1 (2018): 48–70

Panashe Chigumadzi <https://africasacountry.com/2019/04/why-im-no-longer-talking-to-nigerians-about-race/>;
response by Eniola Soyemi here: <https://republic.com.ng/april-may-2019/nigerians-black-race/>

REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgment;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF Official deferral of final exam (see "Petitions to Defer")

GNA Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.

IP In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.

WDN Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 19, 2023: Last day to withdraw from early fall courses with a full fee adjustment.

November 15, 2023: Last day for academic withdrawal from full fall and late fall courses.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Institute of African Studies african_studies@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1