

Carleton University
Fall 2018
Pauline Jewett Institute of Women's and Gender Studies

WGST 2812A: Intro to Critical Race Theory

Time / Place: Wednesday 2:35pm – 4:25pm, Southam Hall 520
Instructor: Nael Bhanji
E-mail: nael.bhanji@carleton.ca
Office: DT 1406
Office Hours: Wednesdays 1pm – 2pm or by appointment.

Tutorial Groups and TA Information:

A01:

A02:

A03:

A04:

Description: What is race? Is it a biological or a social reality, or both? Does it evolve throughout history, and, if so, how? What is meant by racialization? How is knowledge production racialized? How do practices of racialization shape our contemporary experiences? To examine these themes in depth, historically as well as in the present, this course addresses race as an 'imaginary' construction that has profound material implications for practices of racialization today.

Course Evaluation:

Attendance and Participation (15%): Ongoing via tutorials

Brief Reflection (5%): Due on September 12 2018

Critical Response Paper 1 (15%): Due by 11.55 pm on either October 3 or
October 17 depending on your chosen day.

Critical Response Paper 2 (15%): Due by 11.55 pm on either November 7 or
November 21 depending on your chosen day.

Final Essay (25%): Due December 5 2018.

Final Exam (25%): TBA

****All assignments should be uploaded to cuLearn on the due date by 11.55pm.**

Late papers will be penalized according to my late policy outlined below. All papers should be written in 12-point Times New Roman font, with 1-inch margins. You are welcome to use MLA, Chicago, or APA as long as your citational style remains consistent throughout your paper.

Participation (15%): Ongoing

On lecture attendance: I relate to the lecture hall as a large conversation. Despite our size, I speak in this class mindfully to each of you, as well as to the entire group as a learning community. While attendance in lecture is not mandatory, your absence from class will affect your ability to interpret the theoretical texts we will explore throughout the term.

You will also miss out on some pretty great examples that we'll be using to understand how histories of race and racialization continue to structure contemporary life.

On the classroom atmosphere: One of the most important indicators of a thoughtful life is the capacity to ask interesting and important questions. The kinds of questions I am interested in are those that open the mind to considering confusions, uncertainties, conflicts, and possibilities. To this end, avoid questions that are overly general or ask us to choose sides without yet exploring meaning.

On tutorials: Your attendance and participation marks are based on your understanding and analysis of the assigned readings for each week (not on anecdotal comments) in your tutorials. Given the lecture format of the course, the tutorials are key to your progress and success in the course and attendance is mandatory. Students who miss more than four or more tutorials—without a documented reason—during the course of the semester will forgo 15%.

Brief Reflection (5%): Due September 12 2018, 11.55pm

For this brief reflection, you are required to write a one to one-and-a-half page (double-spaced) response to either Omi & Winant or Peggy McIntosh.

This reflection is not meant to be a summary of the key term for the week but a thoughtful engagement with the author's key points.

Critical Reflection Paper 1 (15%): Due BEFORE reading week.

For this assignment, you will write a 2 page critical reflection that should take the form of a thoughtful engagement with the assigned readings for the assigned readings on either October 3 (Race, Gender, Sexuality) or October 17 (Power/Knowledge). Using your own words, you can focus on a theme or issue that runs throughout the reading(s) for that particular day OR you can focus closely on one aspect of the reading (s).

I want to see that you are engaging yourself in the readings, and bringing new thoughts and critique to the readings for the week. Your response paper should include at least one question that the reading leaves you with and you should include a citation from the text(s) you are working with.

This paper must be submitted on cuLearn by 11.55pm on your chosen day.

Critical Reflection Paper 2 (15%): Due AFTER reading week.

For this assignment, you will write a 2 page critical reflection that should take the form of a thoughtful engagement with the assigned readings for the assigned readings on either November 7 (Colonialism and the Gaze) or November 21 (Popular Culture and Commodity Fetishism).

Using your own words, you can focus on a theme or issue that runs throughout the reading(s) for that particular day OR you can focus closely on one aspect of the reading (s). I want to see that you are engaging yourself in the readings, and bringing new thoughts and critique to the readings for the week. Your response paper should include at least one question that the reading leaves you with and you should include a citation from the text(s) you are working with. This paper must be submitted on cuLearn by 11.55pm on your chosen day.

Final Essay (25%): Due online

Your final essay (6-7 pages, double spaced) will be based on the in-class film “Get Out” (2017) or “Persepolis” (2007). More information on this essay will be provided after reading week.

Final Exam (25%): TBA

Readings:

Ultimately, this is your course. To maximize your ability to follow and synthesize the information you learn through lectures and discussions, you must be prepared to read all required texts. All readings will be available on cuLearn, via Ares. You should come to class prepared to discuss the course readings and conduct yourself in a respectful and open manner. There may be issues discussed in this class that challenge your personal views and I hope that you use this class to explore your ideas and opinions.

Late Assignments:

All assignments MUST be submitted by the deadlines noted on this syllabus. If you think you will not be able to submit your assignment in time (because of illness or bereavement) you must contact me as soon as you are aware of this. All assignments without documentation will be docked 10% per day that they are late (including weekends) until they are handed in or are worth 0%.

Grades:

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course, ABS = Student absent from final exam, DEF = Deferred (See above), FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam.

Lecture Schedule

Sept 5 | Introduction: Understanding Race and Racism

Gilmore, Scott. 2015. Canada's Race Problem? It's Even Worse than America's.

Macleans. January 22. Available online:

<http://www.macleans.ca/news/canada/out-of-sight-out-of-mind-2/>

Sept 12 | NO LECTURE

****Brief reflection due on either McIntosh or Omi & Winant****

Omi, Michael and Howard Winant. 1994. "Racial Formations." In *Racial Formation in the United States*, second edition. Edited by Michael Omi and Howard Winant.

Routledge: 57-69. Available:

https://fluxus.cca.edu/~mdejesus/Sites/omi_winant.pdf

McIntosh, Peggy. "White privilege: Unpacking the invisible knapsack." *Peace and Freedom Magazine*, July-August (1989): 10-12.

Sept 19 | Intersectionality

Crenshaw, Kimberlé. "Mapping the margins: Identity politics, intersectionality, and violence against women." *Stanford Law Review* 43.6 (1991): 1241-1299.

SUGGESTED FURTHER READING: Combahee River Collective "A Black Feminist Statement" In *This Bridge Called my Back: Writings by Radical Women of Color*, Fourth Edition. SUNY Press. Pp. 210-218.

Sept 26 | The Lay of the Land

McClintock, Anne. 1995. Excerpt from *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*. Routledge: 21-48.

Hall, Stuart. 2018. "The West and the Rest: Discourse and Power." In *Race and Racialization: Essential Readings*. Eds. Das Gupta et al. Canadian Scholars: 85-93

Oct 3 | Race, Gender, Sexuality

Somerville, Siobhan. 1994. Scientific Racism and the Emergence of the Homosexual Body. *Journal of the History of Sexuality* 5 (2): 243-266.

Oct 10 | Orientalism

Said, Edward. 1978. "Introduction." In *Orientalism*. Vintage Books Edition: 1-28.

SUGGESTED FURTHER READING: Mohanty, C.T., 1988. Under Western eyes: Feminist scholarship and colonial discourses. *Feminist review*, (30): 61-88.

In-class film: Persepolis (2007)

Oct 17 | Power/Knowledge

Shohat, Ella & Robert Stam (excerpts), "Introduction" and "From Eurocentrism to Polycentrism." In *Unthinking Eurocentrism: Multiculturalism and the Media*. Eds. Ella Shohat and Robert Stam. New York, NY: Routledge, 1994: 1-6 and 13-25.

FALL BREAK: Oct 22 - 26

Oct 31 | Settler Colonialism

Nakano Glenn, Evelyn. 2015. Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation. *Sociology of Race and Ethnicity. Ethnic and Racial Studies*. 1(1): 52-72.

Lawrence, Bonita and Dua, Enakshi. 2005. Decolonizing antiracism. *Social Justice* 32 (4 (102): 120-143.

In-class film: <http://www.cbc.ca/firsthand/episodes/colonization-road>

Nov 7 | Colonialism and the Gaze

Fanon, Frantz. 1967. "The Fact of Blackness." In *Black Skin, White Masks*. New York: Grove Press: 109-140.

Nov 14 | GET OUT!

hooks, bell. 2006. "Eating the Other: Desire and Resistance." In *Media and Cultural Studies: Keywords*, edited by Meenakshi Gigi Durham and Douglas M. Kellner, Malden, MA: Blackwell University Press, 366-380.

Sharpe, Christina. 2016. "Chapter One: The Wake." In *In the Wake: On Blackness and Being*. Duke University Press: Durham & London: 1-25.

SUGGESTED FURTHER READING: Cheng, Anne Anlin. 2000. "The Melancholy of Race." In *The Melancholy of Race: Psychoanalysis, Assimilation, and Hidden Grief*. Oxford University Press: 3-29.

In-class film: Get Out (2017)

Nov 21 | Popular Culture and Commodity Fetishism

McClintock, Anne. 1995. Excerpt from *Imperial Leather: Race, Gender and Sexuality in the Colonial Conquest*. Routledge: 207-223.

Solomos, J, & Back, L. 2007. "Race, racism and popular culture." In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and Racialization*. Toronto: Canadian Scholar's Press: 247-256

Nov 28 | CTRL + ALT(right) + DEL: White Supremacy

Smith, Andrea. 2006. Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing. Color of Violence: The INCITE! Anthology. Eds. INCITE! Women of Color Against Violence. (66-73)

Ferber, Abby L. "The construction of Black masculinity: White supremacy now and then." *Journal of Sport and Social Issues* 31.1 (2007): 11-24.

In-class Film: <https://news.vice.com/story/vice-news-tonight-full-episode-charlottesville-race-and-terror>

Dec 5 | Borders/Frontiers of Empire

****Final Paper Due****

****Exam Review****

Puar, Jasbir K. and Amit S. Rai. "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots." *Social Text* 72. 20.3 Fall (2002): 117-148.

SUGGESTED FURTHER READING: Abu-Lughod, L., 2002. Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. *American anthropologist* 104 (3): 783-790.

Other Matters

EMAIL: Please note that it is official Carleton policy that ALL email correspondence between instructors, TAs, and students must take place between Carleton email accounts.

This means that your TAs and I will not respond to emails sent from hotmail, gmail, yahoo, or other accounts. You should expect a response to your emails within 24 hours.

IMPORTANT: We will not respond to emails the night before your final essay is due.

PLAGIARISM: Plagiarism is defined as the passing off of anyone else's work as one's own. Plagiarism occurs when a student either a) directly copies more than one or two sentences of another's written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; or c) borrows, without acknowledgement, any ideas in a clear and recognizable form in such a way as to present them as the student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of their work.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to

register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

It is in students' best interests to keep all of their research notes intact after handing in papers. Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in this or any other course. Consult the Writing Tutorial Service (215PA) and the Student Academic Success Centre (SASC, 302 Tory) for more information on available services.

Please note that it is not permitted to submit identical (or near identical) assignments for two or more courses.

IN OTHER WORDS:

Understand what it means: plagiarism results when someone uses the ideas or writings of another and presents these ideas or writings as his or her own. Examples include:

1. Buying a paper from a research service or term paper mill.
2. Turning in a paper from a "free term paper" website.
3. Turning in a paper someone else has written for you.
4. Copying materials from a source without proper citation.
5. Using proper citation but leaving out quotation marks.
6. Paraphrasing materials from a source without appropriate citation.
7. Turning in a paper you wrote for another course.

When citing sources, it is best to present ideas using your own original words. If you fully understand a source, you will be able to completely describe its themes and ideas in your own words and from your own perspective. However, if you copy a passage that someone else wrote and only change a few words around, you have committed plagiarism.

When quoting directly from sources, it is best to use direct quotes only if the phrasing is apt and powerfully stated; be sure to include proper citation. If the quote is not revelatory or eloquent but simply provides some useful information, then it is

best to explain the information completely in your own words while providing proper citation.

REQUESTS FOR ACADEMIC ACCOMMODATIONS:

For Students with Disabilities: Students with disabilities needing academic accommodations are required to contact a co-ordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*.

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.

For Religious Observance: Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

STUDENT SUPPORT SERVICES

There are several services for students on campus to take advantage of:

- 1) For health and counseling issues you can visit **Health and Counseling Services**; 2600 CTT Centre; 613-520-6674; www.carleton.ca/health
- 2) **Student Academic Success Centre (SASC)**; 302 Tory; 613-520-7850; www.carleton.ca/sasc assists students with academic planning, understanding academic rules and regulations, finding a tutor, choosing or changing a major, polishing study skills, and referrals to other services.

- 3) **Academic Writing Centre and Writing Tutorial Service** (4th Floor, Library, 613-520-6632; www.carleton.ca/wts can help you learn to write better papers. Tutors are graduate students from a range of departments who have been trained to assist you at any stage in the writing process. To make an appointment, call 613-520-6632, or drop by their office between the hours of 9:00am and 4:30pm, Monday-Friday.
- 4) **The Learning Commons** (4th Floor, Library, 613-520-2600, ext. 1125; See also Main Floor desk) is a one-stop study-shop that combines research, IT and learning support services under one roof to enhance the student experience.