

PSCI 3805A
The Politics of Race (and White Supremacy)
Mondays: 2:35pm to 5:25pm
Check Carleton Central for Final Location

Instructor: Asif Hameed

Office: Loeb B660, or over Zoom

Hours: Mondays 12:00PM – 1:00PM. Fridays: By appointment.

Email: asif.hameed@carleton.ca

A. Description:

This course is a critical examination of the social, political, economic, and discursive elements of race and racialization. In this course we will face harsh truths, about the nation in which we live and the world that surrounds it – as well as our places within these larger structures of power.

Our explorations of these complex interrelationships will predominantly be centred on Canada and the United States – in some ways, the manifestation of race in these sibling states represents a deep parallel. But in other ways, the role race has played in Canada and the US is strikingly divergent. What is clear, however, is that the role of race in Canadian politics cannot be interpreted separate from a reading of the outsized role the United States played in the construction and administration of what W.E.B. DuBois calls a “global color line”. These investigations will also take us to other locations along the way – to other settler colonial states, as well as out of the predominantly white west to a small selection of states in the Global South.

During the semester, students should begin to think about the processes that construct and perpetuate race in diverse aspects of human social and political life. How is race created by institutions, and how does it in turn shape and mold institutions? In what ways does race lie at the heart of the modern nation state – the ever-constant independent variable of political science – and how has it become imbricated in public policy? How is it constructed and reified beyond political and public life? What role does white supremacy play in politics as one of the predominant political ideologies of our time? And how can we envision and construct a politics that aids in bending, as Dr. Martin Luther King suggests, the long arc of the moral universe towards justice?

B. Format:

The intended format of this course is that we will meet in person, but of course as we have all come to know over the past few years, our best laid plans and hopes are subject to further notice.

Regardless, we will meet for three hours each week on Monday afternoons starting at 2:35pm. I will admit, I have about as much interest talking *at* you for three hours straight on a Monday afternoon as you have in being talked at for three hours straight on a Monday afternoon, so I envision this course being far more interactive and engaged than the archaic 'lecturer-listener' approach. My current mindset is as follows: each week I will lecture for the first 2 hours of our time together. The lecture will cover the theme of the week, based on the week's readings. The final hour will be dedicated to a group-wide discussion of the topic of the week. For many of these discussions, I hope to stimulate your thinking by offering a piece of media that is related to the topic of the lecture, whether a video, podcast, tweet thread, or excerpt. From there students will use their readings and the lecture to think critically about public life.

Students are encouraged to participate vigorously, ask questions when necessary and try their utmost to be an active member of this course. Again, I don't come from the perspective that I should just be talking at you, but rather we should be talking to one another; we're all part of an academic community at Carleton, and it is my goal, in part, to use this course to foster this sense of community dialogue. I will do my most to facilitate an open and respectful environment that seeks to aid not only academic development, but personal growth as well – and that is as true of myself as much as it is for you.

Our assigned readings this semester will not come from a single text, but rather will be drawn from the larger literature of race and politics. Generally, the workload for each week will consist of 3 to 4 assigned readings, alongside a series of recommended readings and online content. Students are expected to keep up with the week's required readings and are encouraged to engage the recommended readings whenever possible. I have included LOTS of recommended content so that students have access to different perspectives, but also to offer a springboard for resources to be used in your major research paper. While you will not be tested on the recommended readings, they will reinforce the issues engaged by the assigned content, so it is definitely recommended to peruse the recommended sections of each week whenever time avails. Readings can be accessed through ARES, MacOdrum Library's online course reserve. Links to our course's ARES reserve can be found on the course Brightspace page.

C. Equity Statement:

Your experience in this course is important to me and is not something I take lightly. As your instructor, I am committed to fostering an equal and inclusive environment where all are respected, and all contributions are welcomed. And my expectation is that, as a student of this course, you will also be committed to this approach in your interactions with myself, the course TAs, our guest lecturers, and your fellow students as well. As we will study the many ways

states make race, we will also be critically engaging with harsh truths related to racism, patriarchy, genocide, and settler colonialism in this course, and I am well aware we may not all have the same experiences, forms of knowledge and perspectives when it comes to these issues. So, it is fundamental that we approach these conversations openly, respectfully and in good faith. Anything less – whatever the intent – will simply not be tolerated.

The content we will be engaging here will be difficult at times, and I do not believe in filtering or restraining the depths of issues like race, colonization, and inequality in our understanding of the politics of Canada, the US and elsewhere – in fact, I believe they are **central** to fully understanding politics. If this content or any other aspect of the course makes you feel uncomfortable, please know that you can reach out to me at any time to discuss these concerns and I will do what I can to facilitate an environment that works for you while balancing the expectations and needs of the course.

Lastly, while the global COVID-19 pandemic is officially over, its impacts still loom over us in many ways, and there are fewer spaces where that is more evident than in a classroom. In lieu of this, our approach in this course should be as much concerned with fairness, respect, and tolerance as it is with intellectual growth and achievement. The world needs more of these things, after all – let us do our utmost to foster them here as well.

D. Learning Outcomes:

By the end of the course, you will be able to do the following:

1. **Critically engage** the ways in which institutions, laws, policies, and culture construct and reinforce race in Canada, the United States and elsewhere.
2. **Deconstruct** the political ideology of racism/white supremacy.
3. **Analyze issues and debates** surrounding differing forms of diversity politics, not the least of which includes Canadian multiculturalism.
4. **Employ, apply and wield** important theoretical frameworks necessary to disembed racial inequality, such as intersectionality, decolonialism, resurgence, critical race theory and poststructural theory.
5. **Develop, hone, and strengthen** your research skills, scholarly practice, and intellectual curiosity through the application of the above in discussion and in the development of unique, thesis-based research projects.
6. **Re-evaluate and reflect** on your own place within the axes of privilege and marginalization, and develop a personal toolset embedded in justice.

E. Communication & Office Hours:

If you have questions related to any aspect of the course, I encourage you to reach out to me at any time by email at asif.hameed@carleton.ca. The only caveat is that you must use your Carleton University email account and include the course code (PSCI3805) in the subject line of all emails. It just saves us both a ton of time and hassle with regards to filters and identification.

I generally try to attend to student questions as quickly as possible, but my response time may take up to 48 hours.

Also, I am always willing to meet with students, either in person or over Zoom. At the very least, this will consist of my official office hours on Monday afternoons – should you desire to discuss any aspect of the course in greater detail than just over email, this would be the ideal time for us to speak. Because of my own personal workload, my availability beyond the above office hours is somewhat limited – if there are conflicts on your end which precludes meeting at that time, let me know and we can always try to schedule a mutually beneficial time. Regardless, appointments and meetings can be arranged through the email address above.

F. Evaluation

This course will evaluate student performance based on a combination of written assignments and participation the breakdown of which is as follows:

Attendance/ Participation: 10% - **On-going.**

Critical Review: 10% - **Due on the chosen week of the reading, by 11:59pm the day of class.**

Essay Proposal: 10% - **Due Monday September 30, 2024, by 11:59pm**

Research Essay: 20% - **Due Monday November 4, 2024, by 11:59pm**

Self Reflection: 20% - **Due Friday December 6, 2024, by 11:59pm.**

Final Exam: 30% - **During Exam Period**

Attendance/Participation – 10%

Students are expected to participate vigorously during discussions on the week's topic/readings. To be clear: participation does not just mean attending the lectures, but rather that you are present in conversation and engaging with the course material during our time together. This could be in the form of responding to prompts, engaging with ideas during lecture, or posing questions to the group or the Professor directly on the content, so long as it is meant to stir conversation. I say "vigorous" participation here because in offering this course I will make it my responsibility to bring my enthusiasm and curiosity to each class – I expect you to do the same. I want to hear what you think – I want to hear your reactions to the readings, the relevance of the topics at hand to events you see in the news or online or the world around you. I want to know about your thoughts and experiences with race and racism, because your thoughts on these things matter.

Critical Review – 10%

For the critical review students are expected to produce a critical assessment of one peer-reviewed, academic required reading (in other words, not a podcast, web article, video or other form of content, and not recommended content). Students are encouraged to think about the argument posed by the author and address a series of questions: What is the central argument of the article/chapter? What inferences does the text offer the topic of study for the given week? Is the argument posed compelling, or are there elements missing? What theoretical perspectives

inform the text? How does the text compare to other texts we have read throughout the semester, other readings from the given week, or texts you have encountered in your own research/experience? Does the article offer insights into other subjects we have discussed in this course? What is the role of context in the work, and do the arguments posed by the author work in other contexts/locations? These are just a few examples of the sorts of things that should be addressed in this assignment. You are free to compare your chosen reading to other readings, but the focus of the assignment should be on one of the required articles for a given week.

The critical review has a floating deadline, but will always be due the day of lecture associated with the selected reading. Submissions will be accepted as on time until 11:59pm that day and should be between 500 and 750 words (i.e., 2-3 pages, double spaced, 12-point font), adhere to APA style/format, and be submitted through Brightspace. It is advised to do this assignment early.

Essay Proposal – 10%

In preparation for the research paper for this course, students are required to produce an essay proposal. Students have free rein in selecting a topic, but also have the option of addressing a research question from a series of pre-written questions that will be made available by the second week of class. At the very least, this proposal must outline the central argument that will be posed by your paper (that is, the paper's working thesis) as well as offer a detailed outline of the supporting arguments that will be used to support your thesis. Students must also produce an annotated bibliography of at least five (5) scholarly sources used in the development of the proposal, with annotations justifying the inclusion/use of the source. The proposal is intended to be an opportunity for us to provide feedback to aid you in the development of your research essay.

The essay proposal will be due on Monday September 30, 2024. Submissions will be accepted as on time until 11:59pm and should be between 500 and 750 words (i.e., 2-3 pages minimum based on organization, double spaced, 12-point font), adhere to APA style/format, and be submitted through Brightspace). Note: You must submit an essay proposal to submit the eventual research essay.

Research Essay – 20%

For the research essay, students are expected to undertake research beyond the content of the course to address a research question relevant to our discussions on racism and the many structures involved in the construction of race. Again, students have the freedom to develop their own topic, but it must be the same topic outlined in your Essay Proposal assignment, unless approved by the course instructor. Research essays submitted without a previously evaluated essay proposal will not be accepted. Though you are not expected to tread new water and develop a completely original argument with this assignment, this paper will be a thesis-driven, argumentative essay – meaning we expect you take a position, communicated through a clearly written thesis, and argued with the support of *peer-reviewed, scholarly literature*. You can, of course, use course content as part of your research, but the expectation is that the vast

majority of your research will come from beyond the course. Students are expected to draw from a minimum of 10 academic sources for this paper.

The essay will be due on Monday November 4, 2024. Submissions will be accepted as on time until 11:59pm. The essay should be between 2000 and 2500 words (i.e., 8-10 pages, double spaced, 12-point font), adhere to APA style/format, and be submitted through Brightspace.

Self Reflection – 20%

This course is as much about personal growth as it is about academic achievement; in light of that, the final major assignment for the semester will be a self reflection. For this assignment, students are encouraged to think of their own privilege and the opportunities afforded to them and consider – in relation to the discussions we had over the semester and the content studied – just what they plan to do about any of it. The specifics of this project will be developed throughout the term, with a detailed outline of the assignment made available by Week 10 (November 11).

The self reflection will be due on Friday December 6, 2024 – the last day of class. Submissions will be accepted as on time until 11:59pm. The self reflection should be between 2000 and 2500 words (i.e. 8- 10 pages, double spaced, 12 point font), adhere to APA style/format, and be submitted through Brightspace.

Final Exam – 30%

The final exam will be written in-person during the formal examination period, with students being given 3 hours to write. Though the exam has yet to be drafted, students can expect it to feature a combination of short answer and essay questions. For each section, students will have the option of selecting a single question out of several choices. Students will only be tested on the material of the course (i.e., content solely derived from lectures and the course readings/content). Research or the use of content beyond the course is not necessary for the exam, and its use on the exam will be scrutinized heavily.

Optional Bonus Reflection Assignments – 1% each

Throughout the semester I will make recommendations on scholarly events on campus for students to attend. Attendance of these events is always optional, but to encourage your participation in the vibrancy of campus life, students who attend these events have the opportunity to submit reflections via email to me. These reflections should not just be a brief summary of what was said or seen, but should critically engage with the ideas or information shared at the event. Reflections that meet this threshold will result in a 1% boost to your final grade. Submissions must be made via email within 24 hours of the start of the event.

Slip Days, Extensions and Penalties

Each student in this course will be granted one 'slip day' pass; meaning that for one assignment over the course of the semester, students can use their pass to get a free extension of four days – no questions asked. There are two caveats – the first should be obvious: slip days will not apply

to the final exam. Don't even bother trying. Second, students must email the course instructor/TA **at least** 24 hours in advance of a deadline to inform them that they will be using their slip day. Failure to do so will result in the slip day request being rejected.

Extensions to deadlines will only be granted in exceptional circumstances. Should you wish to request an extension, you must email the instructor with a written justification for the request (with the necessary documentation to verify it, if applicable). Requests for extensions and accommodations also must be made in advance of a deadline, not after it has passed, unless the circumstances are truly exceptional. Late submissions will be subject to a penalty of 5% off the assignment per day, inclusive of weekends and holidays.

While deferrals for the final exam are the purview of the registrar's office, as mentioned in the appendix below, students must meet a minimum standard to apply for a deferral. For this course, the minimum standard for 'good standing' is the submission of written work totalling at least 50% of the student's final grade by 11:59pm on December 6.

All assignments must be submitted in either .doc/.docx/Microsoft Word format. **Any other file formats will not be accepted.**

As outlined in the appendix below, any assignment suspected of being produced by AI – either in part or in full – will be treated as **plagiarized work** and will **automatically receive a failing grade and be forwarded to the Dean's Office for evaluation.**

G. Texts

Readings can be found online through the course Ares reserve or through Carleton's MacOdrum Library.

H. Schedule:

September 9: Lecture 1 – Course Introduction: Race, The Floating Signifier

Recommended Content

Read: Haney-Lopez, I.F. (2013). "The Social Construction of Race," in Richard Delgado, ed. *Critical Race Theory: The Cutting Edge*. Philadelphia: Temple University Press, pp. 191-203.

Watch: Stuart Hall - Race, The Floating Signifier <https://youtu.be/PodKki9g2Pw>

September 16: Lecture 2 – Theorizing Race

Required Content

Read: Mills, Charles W (1997). *The Racial Contract*. Ithaca: Cornell University Press. 'Overview'. pp. 9-40.

Read: Collins, P. H. (1989). The social construction of black feminist thought. *Signs: Journal of women in culture and society*, 14(4), 745-773.

Skim (read if you can): Fanon, F. (2021). *The Wretched of the Earth* (R. Philcox, Tran.). Grove Press. 'On Violence'. 35-94.

Recommended Content

Read: Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *Chicago Legal Forum*. pp. 139– 167.

Visit: The Combahee River Collective Statement -

https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Readings.pdf

Read: Coulthard, G. (2007). "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada." *Contemporary Political Theory*, 6: 437–460.

Watch: Stuart Hall - Race, The Floating Signifier <https://youtu.be/PodKki9g2Pw> (Highly recommended if you didn't watch it last week)

September 23: Lecture 3 – Empire, Colonization and Constructing the Wretched of the Earth

Required Content

Read: Elkin, C. (2022). *Legacy of Violence: A History of the British Empire*. Knopf Doubleday Publishing. 'Introduction'. pp. 10-39.

Read: Midzain-Gobin, L., & Smith, H. A. (2020). "Debunking the myth of Canada as a non-colonial power". *American Review of Canadian Studies*, 50(4), 479-497.

Read: Said, E. (1993). *Culture and Imperialism*. Alfred Knopf Inc. 'Empire, Geography and Culture'. 35-46.

Recommended Content

Read: Maynard, R. (2017). *Policing Black Lives: State Violence in Canada From Slavery to the Present*. Fernwood Publishing. 'Chapter 1: Devaluing Black Life, Demonizing Black Bodies'. pp. 17-49.

Listen: Empire Podcast – The East India Company.

https://open.spotify.com/episode/5PzZJyc4xhV578ISnLC8dc?si=7ovTUErSSLquFW_hIw0BoA

Listen: Empire Podcast – The Dawn of Everything.

<https://open.spotify.com/episode/7B04WCAwBa6ew9ijTQoVLR?si=2xxagvPyQ7akQ07rB2uaWA>

September 30: Lecture 4 – Nationalism: Constructing (“Naturally”) White Nations

*****Essay Proposal Due*****

*****Note – This lecture may be presented in a pre-recorded, asynchronous format*****

Required Content

Read: Marx, A. W. (1998). *Making race and nation: a comparison of South Africa, the United States, and Brazil*. Cambridge University Press. ‘Introduction’. pp. 1-25.

Read: Thobani. (2007). *Exalted Subjects: studies in the making of race and nation in Canada*. University of Toronto Press. ‘Introduction – Of Exaltation’. pp. 3-29.

Read: Mamdani, M. (2020). *Neither Settler Nor Native: The Making and Unmaking of Permanent Minorities*. Cambridge: Belknap Press of Harvard University Press. ‘Introduction’. 1-36.

Recommended Content

Read: Wingfield, A. H. (2015, September 13). *If you don’t see race, how can you see racial inequality?* The Atlantic. <https://amp.theatlantic.com/amp/article/405037/>

Read: Stote, K. (2012). “The coercive sterilization of aboriginal women in Canada,” *American Indian Culture and Research Journal*, Vol.36(3). pp. 117-150.

Visit: Interactive map of Racial Terror Lynching in America:
<https://lynchinginamerica.eji.org/explore>

Read: Bannerji, H. (2020). *The Ideological Condition: Selected Essays on History, Race and Gender*. Toronto: Brill. “On the Dark Side of the Nation: Politics of Multiculturalism and the ‘State’ of Canada,” 364-393.

October 7: Lecture 5 – Elections and Representation

Required Content

Read: Hutchings V.L. & Valentino, N. A. (2004). The Centrality of Race in American Politics. *Annual Review of Political Science*, 7(1), 383–408.

Read: Tolley, E. (2015). *Framed: media and the coverage of race in Canadian politics*. UBC Press. ‘Introduction’ – pp 3-24.

Read: Alfred, T. (1999). Why play the white man’s game? *Windspeaker*, 17(6), 4. Aboriginal Multi-Media Society of Alberta (AMMSA).

Recommended Content

Watch: Dog Whistle Politics: How Politicians Use Coded Racism to Push Through Policies Hurting All: <https://youtu.be/85caD4xAWXM>

Read: Kirkpatrick, D. D. (2024, April 27). Daily Comment: How Marjorie Taylor Green Raises Money by Attacking Other Republicans. *The New Yorker*.

Read: Hameed, A. (2024). "Chapter 12: Race and Ontario Politics," in Cheryl N. Collier and Jonathan Malloy (eds.) *The Politics of Ontario: Second Edition*. Toronto: University of Toronto Press.

Read: Bilodeau, A. (2017). Mobilisation or demobilisation? Perceived discrimination and political engagement among visible minorities in Quebec. *Political Science*, 69(2), 122–138. <https://doi.org/10.1080/00323187.2017.1332955>

Read: Ladner, K., & McCrossan, M. (2007). *The Electoral Participation of Aboriginal People*. Elections Canada. https://elections.ca/res/rec/part/paper/aboriginal/aboriginal_e.pdf

Read: Website: 'ACLU – History of the Voting Rights Act': <https://www.aclu.org/issues/votingrights/voting-rights-act/history-voting-rights-act>

October 14: No Lecture - Thanksgiving

Required

Enjoy time with your people

October 21: No Lecture – Reading Week

Required

Have a breather, enjoy libations and carbs.

Recommended

Work on your essay when time avails.

October 28: Lecture 6 – Medi(a/ums) of Race

Required Content:

Read: Gates, R. J. (2018). *Double negative: The black image and popular culture*. Duke University Press. 'Chapter 1 – Negativity and the Black Popular image'.

Read: Corbin, C. M. (2017). Terrorists are always Muslim but never white: At the intersection of critical race theory and propaganda. *Fordham Law Review*, 86, 455.

Read: Alexander, L.D. (2019). *Expanding the Black Film Canon: Race and Genre Across Six Decades*. University Press of Kansas. 'Coming Attractions'. 1-16.

Watch: Interview with Dr. Safiya Umoja Noble – Algorithms of Oppression
<https://www.hks.harvard.edu/centers/mrcbg/programs/growthpolicy/algorithms-oppressionconversation-dr-safiya-umoja-noble>

Recommended Content:

Read: Thomas King – I'm Not the Indian You Had in Mind
https://www.poetryinvoice.com/sites/default/files/im_not_the_indian_you_had_in_mind-poem.pdf.

Watch: “Melissa Harris-Perry: Sister Citizen – Shame Stereotypes and Black Women in America”. <https://youtu.be/blX2YHdqUJA> (just watch the lecture portion, not the Q&A – unless you want to, of course)

Read: Labidi, I. (2015). Monsieur Lazhar: the ideal immigrant in the neoliberal Québécois imagination. *The Journal of North African Studies*, 20(3), 374–390.

Watch: OJ – Made in America. Part One. (Can be found on Netflix)

November 4: Lecture 7 – Empire 3.0: Neoliberalism and Racial Capitalism

*****Research Essay Due*****

Required Content

Read: Peck, J., & Tickell, A. (2002). Neoliberalizing Space. *Antipode*, 34(3), 380-404.

Read: Kundnani, A. (2021). The Racial Constitution of Neoliberalism. *Race & Class*, 63(1), 51–69.

Listen: Breaking Down Patriarchy Podcast – The Color of Money, with author Mehrsa Baradaran. <https://breakingdownpatriarchy.com/episode-6-the-color-of-money-with-author-mehrsa-baradaran/>.

Listen: Unf**king The Republic – The Economics of Racism: Bootstraps, Black Banks and RedLining. <https://www.unftr.com/episodes/unftr29?hsLang=en>

Recommended Content

Listen: Big Sugar – Welcome to Blood, Sweat and Tears. <https://www.iheart.com/podcast/1119-big-sugar-123486804/episode/welcome-to-blood-sweat-and-tears-123590313/>

Listen: Outlaw Ocean – Episode 3: Slavery at Sea. <https://www.cbc.ca/listen/cbc-podcasts/1068-the-outlaw-ocean/episode/15941418-episode-3-slavery-at-sea>

Read: Strauss, K., & McGrath, S. (2017). Temporary migration, precarious employment and unfree labour relations: Exploring the ‘continuum of exploitation’ in Canada’s Temporary Foreign Worker Program. *Geoforum*, 78, 199-208.

November 11: Lecture 8 – Securitizing and Policing Race

Required Content:

Read: Alexander, M. (2020). *The new Jim Crow: mass incarceration in the age of colorblindness* (Tenth Anniversary edition.). The New Press. “Introduction” pp 1-23 “Chapter 5 – The New Jim Crow” pp 221-273 (Chapter 5 is *highly* recommended, but not necessary)

Read: Owusu-Bempah, A. and Rehmatullah, T. (2023). *Waiting to Inhale: Cannabis Legalization and the Fight for Racial Justice*. MIT Press. “Longest War” 1-28.

Listen: NPR 1a Podcast – Chris Hayes’ “A Colony in the Nation.”

<https://www.npr.org/2017/03/22/521138756/chris-hayes-a-colony-in-a-nation>

Read: Dhamoon, R., & Abu-Laban, Y. (2009). Dangerous (internal) foreigners and nation-building: The case of Canada. *International political science review*, 30(2), 163-183.

Recommended Content:

Read: Hunt, S. (2021, October 5). *Why are we hesitant to name white male violence as a root cause of #MMIW?* rabble.ca. <https://rabble.ca/feminism/why-are-we-hesitant-to-name-white-male-violence-root-causemmiw/>

Read: Najibi, A. (2020, October 26). *Racial discrimination in face recognition technology.* Harvard University - Science in the News. <https://sitn.hms.harvard.edu/flash/2020/racial-discrimination-in-facerecognition-technology/>

Read: Gidaris, C. (2020, January 12). How police surveillance technologies act as tools of white supremacy. *The Conversation*. <https://theconversation.com/how-police-surveillance-technologies-act-as-tools-ofwhite-supremacy-127435>.

Watch: Joy Buolamwini – How I Am Fighting Bias in Algorithms.

https://www.youtube.com/watch?v=UG_X_7g63rY

Listen: Thunder Bay, Chapter 1 – There’s a Town in North Ontario...

<https://www.canadaland.com/podcast/chapter-1-there-is-a-town-in-north-ontario/>

November 18: Lecture 9 – Mapping, Space and Race

Required Content

Read: Coates, Ta-Nehisi. “The Case for Reparations.” *The Atlantic Monthly* (1993) 313.5 (2014): 54–. <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.

Read: Brunnsma, D. L., Chapman, N. G., Kim, J. W., Lellock, J. S., Underhill, M., Withers, E. T., & Wyse, J. P. (2020). The Culture of White Space: On the Racialized Production of Meaning. *American Behavioral Scientist*, 64(14), 2001–2015.

Read: McCrossan, M. and Ladner, K.L. (2016). “Eliminating Indigenous Jurisdictions: Federalism, the Supreme Court of Canada, and Territorial Rationalities of Power”, *Canadian Journal of Political Science*, 49(3). 411-431.

Read: Harvey, D. (2007). Neoliberalism and the City. *Studies in Social Justice*, 1(1), 2-13.

Recommended Content

Read: Nelson, J. (2000). The Space of Africville: Creating, Regulating and Remembering the Urban ‘Slum’. *Canadian Journal of Law and Society*, 15(2), 163-185.

Read: Madrigal, A. C. (2021, July 27). The racist housing policy that made your neighborhood. *The Atlantic*. <https://www.theatlantic.com/business/archive/2014/05/the-racist-housing-policy-that-made-your-neighborhood/371439/>

Read: Waldron, I. (2018). Re-thinking waste: mapping racial geographies of violence on the colonial landscape. *Environmental Sociology*, 4(1), 36–53.

November 25: Lecture 10 – A Trip Around the World – Constructing the Other in Brazil, Palestine, South Africa and China

Required Content

Read: Marx, A. (1998). *Making race and nation: a comparison of South Africa, the United States, and Brazil*. Cambridge University Press. 'Chapter 2 – Trajectories from Colonialism' pp 29-46.

(Chapter 5 – “We for Thee South Africa”: The Racial State’ pp 84-119, and ‘Chapter 7 – ‘Order and Progress’: Inclusive Nation-State Building in Brazil” pp 158-177 are *highly recommended, but not required*).

Read: Abu-Laban, Y., & Bakan, A. B. (2019). *Israel, Palestine and the Politics of Race: Exploring Identity and Power in a Global Context*. Bloomsbury Publishing. 'Chapter 2 – The Racial Contract and Israel/Palestine' pp 49-80.

Listen: “‘Why is This Happening?’ with Chris Hayes – Inside China’s High Tech Penal Colony with Darren Byler” – Episode and transcript available at <https://www.msnbc.com/msnbcpodcast/inside-china-s-high-tech-penal-colony-darren-byler-podcast-n1281563>

Recommended Content:

Listen: Martyr Made Podcast – “Fear and Loathing in the New Jerusalem, Eps 1-7” . <https://www.martyrmade.com/featured-podcasts/fear-loathing-in-the-new-jerusalem>

Read: Ismay, J. (2018, April 10). *Rhodesia’s dead — but white supremacists have given it new life online*. The New York Times. <https://www.nytimes.com/2018/04/10/magazine/rhodesia-zimbabwe-whitesupremacists.html>.

Read: Maulana Karenga (2003) “Du Bois and the question of the color line: Race and class in the age of globalization” *Socialism and Democracy*, 17:1, 141-160.

Read: Hindess, B (2002). “Neo-Liberal Citizenship,” *Citizenship Studies*, Vol 6(2). pp 127-143

December 2: Lecture 11 –Shades of Whiteness (Guest Lecture by Alexandra Wishart)

Required Content:

Listen: “Vox’s ‘The Gray Area’ Podcast – JD Vance: the Reluctant Interpreter of Trumpism.” <https://www.everand.com/listen/podcast/418596674>.

Read: Hutton, T. R. C. (2019). "Hillbilly Elitism" in Harkins and McCarroll's *Appalachian Reckoning: A Region Responds to Hillbilly Elegy*. Morgantown: West Virginia University Press. 21-33.

Read: Jardina, A. (1998). *White Identity Politics*. Cambridge University Press. 'Chapter 2 – Making the Invisible Visible' pp 21-49.

Listen: "Why is This Happening? Podcast with Chris Hayes" – Dying of Whiteness with Jonathan Metzler. Episode and transcript available at:
<https://www.nbcnews.com/think/opinion/dying-whiteness-jonathan-metzler-podcast-transcript-ncna987671>.

Recommended Content:

Read: Dabashi, H. (2021, July 23). White is not a colour – white is an ideology. *Al Jazeera*.
<https://www.aljazeera.com/opinions/2021/7/23/white-is-not-a-colour-white-is-an-ideology>

Read: Klutetz, J., Walker, J., & Walter, P. (2020). Unsettling allyship, unlearning and learning towards decolonising solidarity. *Studies in the Education of Adults*, 52(1), 49-66.

Read: Clark, M. D. (2019). White folks' work: Digital allyship praxis in the #BlackLivesMatter movement. *Social Movement Studies*, 18(5), 519-534.

Read: Merritt, K. L. (2018, July 20). Keeping poor whites & blacks apart: A southern tradition. *THE BITTER SOUTHERNER*. <https://bittersoutherner.com/from-the-southern-perspective/miscellany/what-you-dont-know-about-the-south>

December 6: Lecture 12 – Tools of Change/Review

*****Self Reflection Due. Last date to submit Critical Review*****

Recommended Content:

Read: Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1), pp. 1-40.

Read: DiAngelo, R. (2011). "White Fragility". *International Journal of Critical Pedagogy*, Vol 3(3). pp 54-70.

Read: McWhorter, J. (2020, July 15). The dehumanizing condescension of 'White fragility'. *The Atlantic*. <https://www.theatlantic.com/ideas/archive/2020/07/dehumanizing-condescension-whitefragility/614146/>

(Note: If you're going to read DiAngelo please read McWhorter as well. For the record, both are problematic in their own ways – but in both also exist important points. Think of what works in each vs. what doesn't and how a synthesis of these views, divergent as they are, may offer a path forward.)

I. Additional Resources for Students

Are you struggling academically? Reach out to the [Academic Advising Centre](#) and the [Centre for Student Academic Support](#).

Are you experiencing disability and require academic accommodations? Consult the [Paul Menton Centre for Students with Disabilities](#).

Are you experiencing food insecurity? Visit CUSA's [Unified Support Centre](#).

Are you experiencing distress and need to talk to someone? Reach out to [Carleton Health and Counselling Services](#); [Sexual Assault Support Services](#); or call the Good2Talk Postsecondary Student Helpline (Phone: 1-866-925-5454).

Need a furry friend to scratch? Visit a [Carleton Therapy Dog](#) (including our unofficial TA Aristotle).

Appendix

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>

Requests for Academic Accommodation

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

Pregnancy accommodation: Please contact your instructor 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 accommodation: Please contact your instructor 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](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international

level. Please contact your instructor 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 information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, 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 acknowledgement;
- 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.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.