

**PSCI 3805A**  
**The Politics of Race (and White Supremacy)**  
Fridays: 8:35am to 11:25am  
Check Carleton Central for Final Location

**Instructor:** Asif Hameed  
**Office:** Loeb B660, or over Zoom  
**Hours:** Fridays 12:00PM – 1:00PM. Wednesdays: By appointment.  
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**A. Description:**

This course is a critical examination of the social, political, economic, and discursive elements that create race and reproduce white supremacy. 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 called a “global color line”. Our investigations will also take us to other locations along the way – to other settler colonial states and 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 race constructed and reproduced beyond political and public life? What role does white supremacy play in politics as one of the predominant political ideologies of our time? How are new frontiers of technology, such as social media and AI, playing a role in reproducing and remaking race? 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?

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**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 Friday mornings starting at 8:35am. I will admit, I have about as much interest talking *at* you for three hours straight, bright and early on a Friday morning, as you have in being talked at for three hours straight on a Friday morning, 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 intellectual 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 utmost 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 worth perusing the recommended content 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.

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**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, nationalism, colonization, and white supremacy 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.

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#### **D. Learning Outcomes:**

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

1. **Critically engage** with 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.

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#### **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](mailto: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 Friday after our lectures – 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 preclude 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.

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## **F. Evaluation**

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

In-Class 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 Friday September 26, 2025, by 11:59pm**

Research Essay: 20% - **Due Friday November 7, 2025, by 11:59pm**

Self Reflection: 20% - **Due Friday November 28, 2025, by 11:59pm.**

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

### In-Class 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 from the syllabus (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 from the week/syllabus, 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. Note: 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 Friday September 26, 2025. Submissions will be accepted as on time until 11:59pm and should *at a minimum* be between 500 and 750 words (i.e., at least 2-3 pages 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 and processes 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 in writing (ie: over email). 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 (ie: at least 80%) 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 Friday November 7, 2025. 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 this, 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 14).

The self reflection will be due on Friday November 28, 2025 – the last day of class. Submissions will be accepted as on time until 11:59pm. The self reflection should be between 1500 and 2000 words (i.e. 6-8 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. Attending 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 at least 24 hours in advance of a deadline and 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.

All assignments must be submitted in either .doc/.docx/Microsoft Word format. **Any other file format 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.

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### **G. Texts**

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

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### **H. Schedule:**

September 5: 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.

September 12: Lecture 2 – Theorizing Race

#### **Required Content**

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

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

**Read:** Collins, P. H. (2020). Defining black feminist thought. In *Feminist Theory Reader* (pp. 278-290). Routledge.

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

### **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](https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Readings.pdf)

**Read:** Heiner, B. T. (2007). Foucault and the Black Panthers. *City*, 11(3), 313-356.

### September 19: 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:** Mamdani, M. (2020). *Neither Settler Nor Native: The Making and Unmaking of Permanent Minorities*. Cambridge: Belknap Press of Harvard University Press. ‘Introduction’. 1-36.

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

**Read:** Wolfe, P. (2006). Settler Colonialism and the Elimination of the Native. *Journal of genocide research*, 8(4), 387-409.

#### **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.

**Read:** Spivak, GC. (1988). “Can the Subaltern Speak?” In Ashcroft, Griffith and Tiffins’ *The Post-Colonial Studies Reader*. Routledge. 24-28.

**Listen:** Empire Podcast – The East India Company.

[https://open.spotify.com/episode/5PzZJyc4xhV578ISnLC8dc?si=7ovTUErSSLquFW\\_hIw0BoA](https://open.spotify.com/episode/5PzZJyc4xhV578ISnLC8dc?si=7ovTUErSSLquFW_hIw0BoA)

### September 26: Lecture 4 – Nationalism: Constructing (“Naturally”) White Nations

#### \*\*\*Essay Proposal Due\*\*\*

#### **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:** Yuval-Davis, N. (1993). Nationalism and racism. *Cahiers de recherche sociologique*, (20), 183-202.

### **Recommended Content**

**Read:** Perry, B., Gruenewald, J. and Scrivens, R. (2022). "Introduction: Situating Right Wing Extremism in Canada and the United States." In Perry, Gruenewald and Scrivens' *Right-Wing Extremism in Canada and the United States*. Springer International Publishing AG. 3-19.

**Read:** Stote, K. (2012). "The coercive sterilization of aboriginal women in Canada," *American Indian Culture and Research Journal*, 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 3: Lecture 5 – Democracy, 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:** 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:** Ladner, K., & McCrossan, M. (2007). *The Electoral Participation of Aboriginal People*. Elections Canada. [https://elections.ca/res/rec/part/paper/aboriginal/aboriginal\\_e.pdf](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 10: 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'.

**Skim** (read if you can): Hall, S. (1997). The Spectacle of The Other. *Representation: Cultural representations and signifying practices*, 7, 223-290.

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

**Read:** Bishop, J. (2025, February 23). *Erotica, Gore and Racism: How America's War on 'Ideological Bias' is Letting AI Off the Leash*. The Conversation. <https://theconversation.com/erotica-gore-and-racism-how-americas-war-on-ideological-bias-is-letting-ai-off-the-leash-250060>

### **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](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/bIX2YHdqUJA> (just watch the lecture portion, not the Q&A – unless you want to, of course)

**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.

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

**Visit:** Gender Shades Project – <http://gendershades.org/overview.html>

## October 17: Lecture 7 – Empire 3.0: Neoliberalism and Racial Capitalism

### **Required Content**

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

**Read:** Melamed, J. (2015). Racial capitalism. *Critical ethnic studies*, 1(1), 76-85.

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

### **Recommended Content**

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

**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.

### October 24: No Lecture – Reading Week

#### **Required**

Have a breather, enjoy libations, carbs, and the company of your favourite people.

#### **Recommended**

Work on your essay when time avails.

### October 31: 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>

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

**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](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 7: Lecture 9 – Mapping, Space and Race

### \*\*\*Research Essay Due\*\*\*

#### **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:** Dantzler, P. A. (2021). The Urban Process Under Racial Capitalism: Race, Anti-Blackness, and Capital Accumulation. *Journal of Race, Ethnicity and the City*, 2(2), 113-134.

## November 14: Lecture 10 – A Trip Around the World – Constructing the Other in Palestine, Congo and China

#### **Required Content**

**Watch:** King Leopold's Ghost (2011) [Documentary]. Journeyman Pictures.

**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>

**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.

#### **Recommended Content:**

**Listen:** Martyr Made Podcast – "Fear and Loathing in the New Jerusalem, Eps 1-6". <https://www.martyrmade.com/featured-podcasts/fear-loathing-in-the-new-jerusalem>

**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.

**Read:** Karenga, M. (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.

#### November 21: Lecture 11 – "Hillbillies Need No Elegy"

**\*\*\*Last date to submit Critical Review\*\*\***

##### **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 Metzl. Episode and transcript available at:  
<https://www.nbcnews.com/think/opinion/dying-whiteness-jonathan-metzl-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:** Kluttz, 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:** Merritt, K.L. (2019). *Masterless Men: Poor Whites and Slavery in the Antebellum South*. Cambridge University Press. 'Introduction: The Second Degree of Slavery' pp 1-37.

**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-youdont-know-about-the-south>

#### November 28: Lecture 12 – Tools for Change/Review

**\*\*\*Self Reflection Due\*\*\***

**Recommended Content:**

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

**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/>

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**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](#), or the [Carleton Food Collective](#).

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](#)).

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## Political Science Course Outline Appendix

### REQUESTS FOR ACADEMIC ACCOMMODATION

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

#### 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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Academic consideration for medical or other extenuating circumstances:** Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** 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, please contact Equity and Inclusive Communities (EIC)

at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** 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](#).

**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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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 its 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.

#### PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### 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.

#### WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

#### OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

#### GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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.

#### ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

#### PLAGIARISM

The University Senate defines plagiarism as *"presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own."* This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in *"substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."*

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.

#### RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 <sup>th</sup> floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory