

While face-to-face classes at Carleton remain suspended because of COVID-19, this course will meet in a synchronous online format via Zoom. Please find access information on Brightspace.

Carleton University
Winter 2022
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 3805 (Section B)
The Politics of Race
Fridays: 8:35AM – 11:25 AM
LOEB C164

Instructor: Asif Hameed

Hours: Mondays 11:00 AM – 12:00 PM (Online, by appointment). Fridays: 11:35PM – 12:35PM (in person).

Email: asif.hameed@carleton.ca

A. Description:

The last time The Politics of Race was offered as an undergraduate course with Carleton's Department of Political Science, Canada was firmly set in a Conservative majority at the heart of the Harper years, and no one could have foreseen Donald Trump as a candidate for the President of the United States. It was before Tamir Rice and Eric Garner – it was before “I can't breathe” and “Black Lives Matter” became part of the collective consciousness. It was before the calls of action of the Truth and Reconciliation Commission cried for more than just truth and reconciliation, and before earth penetrating radar would show us just how much blood soaks the ground beneath our feet.

So much has changed, but much remains the same.

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 siblings 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 lay 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 two 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 - whether in person or over Zoom. I will admit, I have about as much interest talking at you for three hours straight 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 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. If we're in person, great! If it must be online, we will make it just as good.

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 a space for community dialogue. As such, participation will be considered as part of your final grade; but at the same time, I will do my utmost to facilitate an open and respectful environment that seeks to promote 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 readings so that students have access to different perspectives, but also to offer a springboard for resources to be used in your major 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 section whenever time avails.

C. Equity Statement:

Your experience in this course is important to me and this responsibility 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. My expectation is that, as a student of this course, you will also observe this commitment in your interactions with myself, the course TA, guest lecturers and your fellow students. Again, we will be critically engaging with the difficult topics of racism, genocide and bigotry in this course, and I am well aware that we may not all have the same experiences, forms of knowledge and perspectives when it comes to these issues. Further, the study of race forces us to consider the ways in which we benefit from systems of power and dominance. This can be a hard road as much of the literature for this course challenges widely held beliefs about who “we” are and what we stand for. 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 censoring or restraining the role race has played in our 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 class.

Finally, by the semester’s end we will have surpassed the (unfortunate) two-year milestone of life within a pandemic. We sadly do not know where these next few months will take us – in fact, I don’t even fully know what the semester ahead will look like from the time I am currently writing this. I think in light of this our approach in this course should be as much concerned with patience, understanding and respect as it is with the push for justice and equality. The world needs more of all 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. **Employ, apply and wield** important theoretical frameworks necessary to disembed racial inequality, such as intersectionality, de-colonialism, resurgence, critical race theory and post-structural theory.
 4. **Analyze issues and debates** surrounding differing forms of diversity politics, not the least of which includes Canadian multiculturalism.
 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:

As questions or concerns arise, or if you are in need of clarity regarding 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 (PSCI 3805) 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.

I am also fully willing to meet with students, either in person or over Zoom. Again, this is subject to university and local regulations. But at the very least I will hold virtual office hours over Zoom each Monday from 11am to 12pm/1pm if in-person office hours are impossible – 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 acceptable time.

F. Evaluation

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

Participation: 10%

Reading Review 1: 10% - **Due on the chosen week of the reading, the day before class, no later than February 18**

Reading Review 2: 10% - **Due on the chosen week of the reading, the day before class, no later than April 8**

Major Research Paper: 20% - **Due March 4**

Self Reflection: 20% - **Due April 8**

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

Participation – 10%

As mentioned, the expectation is that students will participate vigorously during our discussions on the week's topic/readings. Participation here does not just mean attendance, but rather that you are present in the conversation and engaging the discussion at least 2-3 times per class. This could be in the form of 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.

Reading Reviews – 10% each

Students are expected to produce two written reviews of content from the weekly required readings over the course of the semester – one from the first half of the course (from week 1 to 6) and one

from the second half (from week 7 to 12). Each review will offer a critical assessment of one reading from a given week. 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 each reading review.

Students must sign up for their chosen weeks in advance over TimeTap, with the reviews themselves being due the night before class on their given week (i.e. Thursday at 11:59pm). Each reading review should be between 500 and 750 words (i.e. 2-3 pages, double spaced, 12 point font), adhere to academic style/format, and be submitted through Brightspace.

Major Research Paper – 20%

For the major research paper, 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. Students have free rein to select such 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 Week 4 (February 4). Though you are not expected to develop a completely original argument with this assignment, this paper will be a thesis-driven, argumentative essay – meaning we expect you to communicate your ideas through a clearly written thesis, supported by logical arguments derived from your own research. You can, of course, use course content as part of your research, but the expectation is that the majority of your research will come from beyond the course. Students are expected to draw from a minimum of 10 sources for this paper.

The essay will be due on Friday March 4, 2022 – the class after reading week. Submissions will be accepted as on time until 11:59pm. The essay should be between 2500 and 3000 words (i.e. 10-12 pages, double spaced, 12 point font), adhere to academic 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 (March 11).

The self reflection will be due on Friday April 8, 2022 – 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 academic style/format, and be submitted through Brightspace.

Final Exam – 30%

Depending on university regulations, we will either have an in-person exam during the examination period, or a take-home exam that will be posted on Brightspace on the day of our final class (April 8, 2022). In the latter case, this exam would be due the last day of the exam period.

Regardless, the exam will feature three sections, with each section comprising of a single essay in response to a choice of three essay questions. Students are to choose only one question from each section to answer. Three sections, one essay question each. You will be tested solely on the material of the course, derived from lectures and the course readings; research or content beyond the course is not necessary for the exam.

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 two days – no questions asked. Students must indicate to their TA in advance via email that they will be using their slip day. There are two caveats – the first should be obvious: slip days will not apply to the final exam. Don't even bother trying. Second, if a student uses their slip day for a reading review, the Professor will mark the assignment rather than the TA, in order to ensure the content of the submission was not merely derived from in-class discussions.

Beyond slip days, extensions on deadlines will only be granted in exceptional circumstances. Should you wish to request an extension, you must email both the Professor and the TA with a written justification for the request (with the necessary documentation to verify it, if applicable). Late submissions will be subject to a penalty of 5% off the assignment per day, inclusive of weekends and holidays.

G. Covid-19 Information:

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that

maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

H. 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:

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

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 must 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

I. 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.

J. 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 includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, 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.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work 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/>.

K. 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).

M. 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 an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

N. Schedule:

January 14: Week 1 – Course Introduction and Multiculturalism(s)

Required Readings – If you can only read one, read the Angus Reid Institute study

Angus Reid Institute (2021, July 21). *Diversity and racism in Canada: Competing views deeply divide country along gender, generational lines*. Angus Reid Institute. <https://angusreid.org/diversity-racism-canada>

Kymlicka, W. (2010). Testing the Liberal Multiculturalist Hypothesis: Normative Theories and Social Science Evidence. *Canadian Journal of Political Science*, 43(2), 257–271.
<https://doi.org/10.1017/S0008423910000041>

Bannerji, H. (2020). The paradox of diversity: The construction of a multicultural Canada and ‘women of colour’. In *The Ideological Condition: Selected Essays on History, Race and Gender* (pp. 327-363). Brill.

January 21: Week 2 - Theory: CRT, Black Feminism/Intersectionality, Orientalism

Required Readings

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

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

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

Recommended Readings

The Combahee River Collective Statement -

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

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

January 28: Week 3 – The Social Construction of Race

Required Readings

Saperstein, A., Penner, A. M., & Light, R. (2013). Racial Formation in Perspective: Connecting Individuals, Institutions, and Power Relations. *Annual Review of Sociology*, 39(1), 359–378.
<https://doi.org/10.1146/annurev-soc-071312-145639>

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

Henry, F., & Tator, C. (1994). The ideology of racism: Democratic racism. *Canadian ethnic studies*, 26(2), 1.

Skim: Thompson, D. (2009). "Is Race Political?" *Canadian Journal of Political Science* 41(3): 525-547.

Recommended Readings

Siegel, E. (2017, April 12). *The real problem with Charles Murray and "The Bell curve"*. Scientific American Blog Network. <https://blogs.scientificamerican.com/voices/the-real-problem-with-charles-murray-and-the-bell-curve>

Podcast: The Experiment Podcast – "'Chicanos, the Census and Celia Cruz': Inventing 'Latino'". <https://www.theatlantic.com/podcasts/archive/2021/03/chicanos-the-census-and-celia-cruz-inventing-latino/618248/>

February 4: Week 4 – The Construction of a White Nation (Guest Lecture by Alexandra Wishart)

Required Readings

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.

Thobani. (2007). *Exalted Subjects: studies in the making of race and nation in Canada*. University of Toronto Press.

'Introduction – Of Exaltation'. pp. 3-29.

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

Recommended Readings

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/>

Thompson, D. (2020). "Race, the Canadian Census, and Interactive Political Development," *Studies in American Political Development* 34(1): 44-70.

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

February 11: Week 5 - Elections and Representation

Required Readings

Hutchings V.L & Valentino, N. A. (2004). THE CENTRALITY OF RACE IN AMERICAN POLITICS. *Annual Review of Political Science*, 7(1), 383–408.

<https://doi.org/10.1146/annurev.polisci.7.012003.104859>

Tolley, E. (2015). *Framed: media and the coverage of race in Canadian politics*. UBC Press.

'Introduction' – pp 3-24.

Pal, M., & Choudhry, S. (2014). Still not equal? Visible minority vote dilution in Canada. *Canadian Political Science Review*, 8(1), 85-101.

Recommended Readings

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

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

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

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>

February 18: Week 6 - Neoliberalism and labour

Required Readings

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

Kundnani, A. (2021). The racial constitution of neoliberalism. *Race & Class*, 63(1), 51–69.
<https://doi.org/10.1177/0306396821992706>

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

Recommended Readings

Tungohan, E. (2018). Temporary Foreign Workers in Canada: Reconstructing “Belonging” and Remaking “Citizenship.” *Social & Legal Studies*, 27(2), 236–252.
<https://doi.org/10.1177/0964663917746483>

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>

Li, Y., & Nicholson Jr, H. L. (2021). When “model minorities” become “yellow peril” — Othering and the racialization of Asian Americans in the COVID-19 pandemic. *Sociology Compass*, 15(2), e12849.

Gamble, J. (2020, September 30). *How economic assumptions uphold racist systems*. Dissent Magazine. https://www.dissentmagazine.org/online_articles/how-economic-assumptions-uphold-racist-systems

Podcast: Open Democracy – Is Capitalism Racist?
<https://www.opendemocracy.net/en/oureconomy/podcast-capitalism-racist/>

Video: Heather McGhee – Racism has a Cost for Everyone
https://www.ted.com/talks/heather_c_mcghee_racism_has_a_cost_for_everyone

February 25: Week 7 – Reading Week

Required

Work on your papers and have a breather.

March 4: Week 8 – Medi(a)ums of Race: Pop Culture, Food, and Film

Research paper due

Required Readings

Gates, R. J. (2018). *Double negative: The black image and popular culture*. Duke University Press. ‘Chapter 1 – Negativity and the Black Popular image’. Available at https://www.dukeupress.edu/Assets/PubMaterials/978-1-4780-0054-9_601.pdf

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.

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

Recommended Readings

Poem: 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

Video: "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)

Labidi, I. (2015). Monsieur Lazhar: the ideal immigrant in the neoliberal Québécois imagination. *The Journal of North African Studies*, 20(3), 374–390. <https://doi.org/10.1080/13629387.2014.917584>

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

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

March 11: Week 9 – Securitizing and Policing Race

Required Readings

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 recommended, but not necessary)

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-of-white-supremacy-127435>

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 Readings

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-cause-mmIW/>

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-face-recognition-technology/>

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

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

Podcast: 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/>

March 18: Week 10 – Mapping Race (housing, space, treaties, census)

Required Readings

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/>

Brunsma, 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. <https://doi.org/10.1177/0002764220975081>

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*, Vol. 49(3). pp. 411-431

Recommended Readings

Nelson, J. (2000). The Space of Africville: Creating, Regulating and Remembering the Urban 'Slum'. *Canadian Journal of Law and Society*, 15(2), 163-185. doi:10.1017/S0829320100006402

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/>

Waldron, I. (2018). Re-thinking waste: mapping racial geographies of violence on the colonial landscape. *Environmental Sociology*, 4(1), 36–53. <https://doi.org/10.1080/23251042.2018.1429178>

March 25: Week 11 – A Trip Around the World – Brazil, Israel/Palestine, South Africa, China

Required Readings

Marx. (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

'Chapter 7 – "Order and Progress": Inclusive Nation-State Building in Brazil" pp 158-177

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 Readings

Podcast: "'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/msnbc-podcast/inside-china-s-high-tech-penal-colony-darren-byler-podcast-n1281563>

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-white-supremacists.html>

(For a Canadian angle to the above story, check out: Seatter, E., & Milton, J. (2018, October 29). *Meet the Canadian soldiers behind a white supremacist military surplus store*. Ricochet.
<https://ricochet.media/en/2394/meet-the-canadian-soldiers-behind-a-white-supremacist-military-surplus-store>)

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, DOI: [10.1080/08854300308428346](https://doi.org/10.1080/08854300308428346)

Hindess, B (2002). "Neo-Liberal Citizenship," *Citizenship Studies*, Vol 6(2). pp 127-143

Mari, B. (2019, April 18). *Total strategy defending apartheid South Africa*. Medium.
<https://medium.com/@iloveblackpeopleapp/total-strategy-defending-apartheid-south-africa-fd643cdb4e20>

April 1: Week 12 – Tools for Change: The Role of Whiteness (Guest Lecture by Leonard Halladay)

Required Readings

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>

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

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.

Recommended Readings

Illing, S. (2019, March 19). *How the politics of racial resentment is killing white people*. Vox.
<https://www.vox.com/2019/3/19/18236247/dying-of-whiteness-trump-politics-jonathan-metzl>

April 8: Week 13 - Tools for Change: Post/De-Colonialism, Resurgence

Self reflection due

Required Readings

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

Frost, K. (2019). First Nations sovereignty, environmental justice, and degrowth in Northwest BC, Canada. *Ecological Economics*, 162, 133-142.

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

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

Recommended Readings

Coulthard, G., & Simpson, L. B. (2016). Grounded normativity/place-based solidarity. *American Quarterly*, 68(2), 249-255.

Nirmal, P., & Rocheleau, D. (2019). Decolonizing degrowth in the post-development convergence: Questions, experiences, and proposals from two Indigenous territories. *Environment and Planning E: Nature and Space*, 2(3), 465-492.

Saad, L. (2020). *Me and white supremacy: combat racism, change the world, and become a good ancestor*. Sourcebooks. (This is long term, for after we're done here. Read it, think about it, and try to envision how you can apply some of it).