

Carleton University
Department of Sociology and Anthropology
ANTH 1050 Race, Racialization and Racism: Critical Reflections
Fall 2025– scheduled: Tuesdays 11:35am to 2:25pm
In-person

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Pre-requisites & Precluded Courses: Anthropology major or minor or BGINS Globalization, Culture and Power Specialization.

Course Description

In this course we will unpack what race is and how racism and racialization processes are socially and historically constructed in different contexts with a focus on the Americas. Starting from our own experiences, understandings, and observations of how race is articulated and experienced as a powerful category that defines social, cultural, political, and economic realities. We will reflect together on the struggles, practices and experiences of racialized collectivities responding to the political and economic inequalities created through racist systems. Through examining a wide range of sources, this course invites us to link our own experiences with key theoretical concepts such as settler colonialism, racial capitalism, the racial state, systemic racism, and global whiteness –from anthropology and other disciplines– and critically examine our own understanding of racialization processes as they affect others and ourselves.

This class serves as a first-year course for learners entering an anthropology program or globalization, culture, and power BGINS specialization. It seeks to support learners in the development of their critical reflexive thinking skills and provide them with a strong foundation

to name, recognize and challenge processes of racialization and racism throughout their university career.

Learning Outcomes

After successfully completing this course, learners will be able to:

- Define and explain race, processes of racialization and racism in different contexts in the Americas.
- Describe and analyze processes of racialization and racism in their everyday life.
- Analyse their own experiences through the lens of key theoretical concepts such as settler colonialism, racial capitalism, the racial state, systemic racism, and global whiteness.
- Hone their academic reading and oral presentation skills.

Learning through experience, reflection and action

This course is guided by a student-centered learning philosophy where learning is a collaborative journey. The classroom becomes a vibrant space where learners' voices, experiences and questions shape the learning process. Learners are encouraged to take greater responsibility for engaging in their own learning processes, including setting their own pace and participating actively in class dialogue.

Instructor and learners will work together to build a safe and inclusive learning community—one grounded in respect for our varied cultural, sexual, racial, political, and religious identities. We aim to foster horizontal relationships that affirm who we are and value our lived experiences as integral sources of knowledge.

As an Afro-Latin feminist scholar, I approach teaching as a practice of liberation and transformation. Inspired by bell hooks' call to *teach to transgress* (1994), this course invites us to explore the multiple ways in which people contest systemic racism and social, political and economic inequalities.

Together, we will:

- Cultivate critical thinking through in-class dialogue, reflexive writing, and interactive activities
- Encourage peer-to-peer learning and shared leadership in the classroom
- Create space to ask difficult questions, reflect deeply, and affirm our diverse identities

In this course, learning is relational, embodied, and deeply engaged with the world around us.



An invitation to care

As Afro-Latin feminist scholar, I recognized and value diversity and difference in my classroom. Learners are expected to learn from the readings, their instructor and from one another. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. However, racist, sexist, and derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Throughout this course, we will engage with numerous readings and voices from diverse racialized scholars. At the core, this course is concerned with critically understanding how people have been politically and socially marginalized, excluded, and exploited through processes of colonization and racialization. The goal is to provide learners with a strong foundation to name, recognize and challenge processes of racialization and racism throughout their university career. This course requires all of us to think and act with care and be open to the possibilities of rethinking how our experiences influence our own knowledge and actions. We should all be prepared to centre the experiences of racialized people who have knowledge and experiences of marginalization, exploitation and inequality in our society.

Assignments, Evaluation & Submissions

This course invites you to engage deeply and intentionally with the material, each other, and your own lived experiences. Evaluation reflects your active participation in building a community of learning, critical inquiry, and respectful dialogue.

🌸 **Attendance – 5%**

Your presence helps cultivate the learning space we are co-creating. Attendance will be taken regularly and counts for 5% of your final grade. You are given **two grace days** over the 13-weeks semester, which may be used at your discretion. Beyond those, absences will impact your final mark.

✿ Participation in Class Activities & Group Presentations – 20%

Your participation in weekly discussions, group work, and presentations is essential to the collaborative nature of this course. Consistent and meaningful engagement will earn full marks. You will receive a mid-semester update on your participation after Fall Break.

You are also required to deliver an **in-class presentation** that accurately summarizes the core argument and supporting points of an assigned reading, communicating the research clearly and effectively.

✿ Reflection assignments – 50% (12.5% x 4)

Throughout the term, you will submit four reflection papers that invite you to critically engage with course themes through the lens of your own lived experiences, theoretical perspectives, and knowledge learned in class. These papers should:

- Be **600 – 700 words**
- Respond to a prompt provided in class
- Reference **at least three course materials** from the preceding weeks

Your reflections are a space to think critically, challenge dominant narratives, and articulate your own positionality in relation to broader systems of power and domination.

Alternative Formats Encouraged

In this course, reflection is a key component of learning. While written reflections are welcome, students are also encouraged to express their insights through **alternative formats** that best capture their voice and creativity. These may include:

- **Visual Art:** Drawings, paintings, infographics, or comics
- **Audio:** Podcasts, voice memos, or spoken-word recordings
- **Video:** Short films, vlogs, or Instagram Reels
- **Multimedia Posts:** Curated photo essays or social media-style reflections

All alternative submissions should demonstrate thoughtful engagement with the course material and clearly communicate your personal response or interpretation. If choosing a non-written format, please include a brief written note (**300 words**) explaining your creative choices and how they relate to the assignment prompt.

Note: If you're unsure whether your chosen format fits the assignment, feel free to check in with me beforehand.

🌟Final Essay: Critical Reflection in Creative Formats -- worth 25% of final grade

Your final essay is an opportunity to critically engage with the central question of this course:

How do the imbrications of colonialism and racism in capitalist expansion and globalization—and their intersections with class, gender, sexuality, religion, and other oppressive discourses—become articulated in concrete ways in people’s everyday lives?

You may explore this through topics such as:

- The relationship between multiculturalism, immigration policies, and the racialization of labor in Canada
- The exploitation of racialized labor in the Americas, including African slavery, Asian indentureship, and contemporary migrant labor
- Indigenous realities and systemic racism in Canada

Expected word count for the final essay is 1000-words excluding the list of references.

While a traditional academic essay is welcome, students are encouraged to consider **alternative formats** that allow for creative expression and personal voice. These may include:

- **Podcast:** A scripted or conversational audio reflection with cited sources
- **Video Essay:** A visual-narrative analysis combining media and storytelling
- **Digital Zine or Illustrated Essay:** A hybrid of text and visuals that conveys your thesis
- **Social Media Series:** A curated set of posts (e.g., Instagram carousel, TikTok series) that build a coherent argument or narrative

All submissions—regardless of alternative format—must:

- Present a clear central idea or thesis
- Engage critically with course themes and readings
- Include references and citations
- Be accompanied by a **reflective rationale (500 words)** explaining your format choice and how it fulfills the assignment goals

Important: All alternative formats must be approved in advance to ensure feasibility and alignment with grading criteria.

Further details and support materials will be provided during class.

🔔 Assignment Submission Guidelines

Submit	Assignment	Worth	Week	Date
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Brightspace	Reflection#1	12.5%	3	Friday Sept 26 at 11:59PM
Brightspace	Reflection#2	12.5%	6	Friday Oct 17 at 11:59PM
Brightspace	Reflection#3	12.5%	9	Friday Nov 7 at 11:59 PM
Brightspace	Reflection#4	12.5%	12	Friday Nov 21 at 11:59PM
Brightspace	Final essay	25%	14	Friday Dec 5 at 11:59PM

All assignments are to be submitted via **Brightspace by 11:59 PM on the due date**. Late submissions will lose **2% per day**, unless you've arranged for an extension **at least 24 hours** before the deadline. A **marking guide** for each assignment will be posted on Brightspace.

Accessibility & Inclusion

In alignment with our commitment to anti-oppressive pedagogy, accommodations and accessibility needs will be met with care and respect. If you require modifications to participate fully in class activities or assessments, please connect with me and/or your campus accessibility services early in the semester. This learning space is designed to be flexible and responsive to your needs—your well-being matters.

This course engages you as an active participant in the co-creation of knowledge. Your work will be evaluated holistically, with attention to critical thought, engagement, and depth of reflection. The assessments are designed to affirm lived experience, center anti-racist and decolonial inquiry, and foster collaborative learning.

AI use in this course

Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor)
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor)

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI

Assigned Materials & Calendar

All readings for this course will be posted on ARES in our Carleton Brightspace page. There is NO required textbook for this course.

Citation Style

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Additional Information

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

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F= Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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 (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

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

*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is **October 1, 2025** and **November 15, 2025** for December examinations.

For Religious Obligations:

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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

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

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 compete or perform 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>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

“As a 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. For more information, please consult <https://wellness.carleton.ca/>”

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusive Communities: <https://carleton.ca/equity/>

Career Services: <https://carleton.ca/career/>

Important Information:

- 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).
- Students must always retain a hard copy of all work that is submitted.
- 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 University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks

to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.

- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

FALL TERM 2025 – Important Dates and Deadlines

Date	Activity
August 27, 2025	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
August 31, 2025	Last day for receipt of applications from potential fall (November) graduates.
September 1, 2025	Statutory holiday. University closed.
September 2, 2025	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 3, 2025	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 9, 2025	Last day for registration and course changes (including auditing) in early fall courses.

Date	Activity
September 16, 2025	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
	Last day to withdraw from early fall courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in fall 2025 and must register for the fall 2025 term.
September 19-21, 2025	Full summer and late summer term deferred final examinations will be held.
September 30, 2025	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2025	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 9, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
October 10, 2025	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 13, 2025	Statutory holiday. University closed.
October 15, 2025	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

Date	Activity
October 16, 2025	Last day of early fall classes.
	Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early fall courses.
October 20, 2025	Deadline for course outlines to be made available to students registered in late fall courses.
October 20-24, 2025	Fall break, no classes.
October 25-26, November 1-2, 2025	Final examinations in early fall undergraduate courses will be held.
October 27, 2025	Late fall classes begin.
November 7, 2025	Last day to withdraw from late fall term courses with a full fee adjustment.
November 14-16, 2025	Early fall undergraduate deferred final examinations will be held.
November 15, 2025	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

Date	Activity
November 21, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 28, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2025	Last day for receipt of applications from potential winter (February) graduates.
December 5, 2025	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.

Date	Activity
December 6-7, 2025	No classes or examinations take place.
December 8-20, 2025	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
December 20, 2025	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 24, 2025 at noon through January 2, 2026 inclusive	University closed.