

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI 5404: RACE, ETHNICITY, AND CLASS IN CONTEMPORARY SOCIETIES

Winter 2026

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Office Hours: Mondays: 3PM-5 PM

Class Time: Tuesdays: 11:35 AM-2:25 PM

Method of Delivery: In person, no online component.

Please carefully read the below important information

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. 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. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Description and Objectives:

Seminar provides a platform for graduate learners to critically engage with theoretical, social, cultural and discursive forces and processes which reinforce, or challenge formations and consolidation of power relations based on race, ethnicity, class, and national distinctions. Through various strategies including reading two reflections, a literature, in-class presentation,

production of an early draft of the final essays, learners refine their skills, realize their own learning objectives, and gain helpful feedback in a timely manner.

Reading (s)/Textbook (s):

All the assigned readings for this seminar are available to the students electronically via ARES Reserves, through Brightspace via seminar Brightspace homepage.

Course Requirements & Methods of Evaluation:

Two reading reflections: total of 30% of the final grade

The reflections should not be less than 5 and more than 7 pages, double spaced including references. Each reflection is worth 15% of the final grade.

Rationale: Reflections are designed to give learners opportunities to engage with the assigned readings and critically reflect on them. The reflections should demonstrate a rigorous engagement with two readings which can be examined for their contribution to the learning objectives of this graduate seminar. As a result, learners can demonstrate their acquired theoretical skills through their analysis of empirical events which they can demonstrate in their reading reflections, literature review, in-class presentations, first draft and the final essays. Through these various strategies, learners can show how the intersectionality of race, class, ethnicity and settler coloniality intersect and how they shape social, political, economic outcomes.

First reading reflection is due on **Tuesday, February 3, 2026**. All assigned work must be uploaded to Bright space

The second reading reflection is due on February 24, 2026.

In-class presentation Presentations: March 17, 2026. 20% of the final grade.

This is a very good way of in which learners can demonstrate their acquired skills and share their own ideas with each other, giving each other useful feedback in supportive and friendly ways. Once the presentations are delivered in class, learners must upload their presentations onto Brightspace for assessment and grading. Due date for uploading the in-class presentations is March 24, 2026.

The final essay is due on the last day of the Winter term April 8, 2026. 50% of the final grade.

The final essay must not be less than 15 pages (double-spaced) and must not exceed 17 pages double-spaced plus references. The final essay is worth 50% of the final grade. The research essay is critically important because it represents the summation of the ideas, concepts and skills learners have gained from the entire semester. All assignments can be submitted as Word documents or PDFs. All assignments can be submitted via Brightspace or can be handed in as

hardcopies in class. Learners can also email their assignment directly to me via my email address that is presented in the course outline.

January 6, Week 1 Introduction- no assignments

January 13 Week 2-The epistemological and the juridical foundation of “Race”

Assigned Readings:

Goldberg, D. T. (2002). *The Racial State*. Blackwell Publishers. Pgs. 98-137.

Scales Trent, J. (2001). Racial Purity Laws in The United States and Nazi Germany: The Targeting Process. *Human Rights Quarterly*, vol.23, no.2, pp.259-207.

January 20- Week 3 Historical foundations of the Invention of “Race”

Assigned readings:

Matthew Frye Jacobson (1998). *Whiteness Of A Different Color: European Immigrants and the Alchemy of Race*. Cambridge, Massachusetts, London, England. Harvard University Press. pgs. 13-90.

Sara Figal (2014). The Caucasian Slave Race: Beautiful Circassians and the Hybrid Origin of European Identity. In *Reproduction, and Gender in Philosophy and The Early Life Sciences* (ed) Susan Lettow. Suny Press. pgs. 163-186.

January 27- Week 4 Race, Science, Medicine, and the Re/production of Difference

Assigned readings:

Roberts, D. (2011). *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century*. New York & London: The New Press. pgs. 261-308.

Harriet A. Washington (2006). *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. New York: Anchor Books. A Division of Random House, Inc. pgs. 299-324.

Alys Eve Weinbaum (2004). *Wayward Reproductions: Genealogies of Race and Nation in Transatlantic Modern Thought*. Durham & London. Duke University Press. pgs. 15-60.

February 3 Week 5 --Beauty, Politics, Power, and Race

Film: *Subjects of Desire* (2022). TV Ontario. This is a documentary, on race, beauty and power. <https://www.tvo.org/video/documentaries/subjects-of-desire>

Mire, Amina. (2025). *From Antebellum Light Skinned Slaves to the Globalization of Skin Whitening Biotechnology*. Lexington Book. Bloomsbury Publishing Inc. pgs. 93-122.

Mire, Amina. (2020). *Wellness In Whiteness: Biomedicialization and the Promotion of Whiteness and Youth among Women*. Routledge. Pgs. 55-76.

First reading reflection is due on this date. 15% of the final grade

February 10-Week 6 Eurocentrism and its Enduring Legacies

Assigned readings:

Edward W. Said. *Orientalism*. New York: Vintage Books. A Division of Random House. pgs. 31-73.

J. M. Blaut (1992). 1492. *The Debate on Colonialism, Eurocentrism, and History*. Trenton & New Jersey. African World Press, Inc. pgs 1-35.

February 17—Winter Break - No class.

February 24 Week 8 - Resisting Epistemological and the Ontological Otherness

Assigned Readings:

Amina Mire (2017). Otherness and Stigmatized Whiteness: Skin Whitening, Vitiligo and Albinism in *Anthropology and Alterity*. Leistle, B. (Ed.) (pgs.124-147) New York: Routledge.

Mire, A. (2005). The Genealogy of Witchcraft: Colonialism and Modern Science. *Postmodernism, Postcoloniality and African Studies*. Zine Magubane, (Ed.) (pgs. 80-97). New Jersey, USA: Africa World Press Inc.

Mills, C.W. (1998). *Blackness Visible: Essays on Philosophy and Race*. Ithaca and London. Cornell University Press. pgs.67-95.

Gooding-Williams, R. (2006). *Look, A Negro!: Philosophical Essays on Race, Culture and Politics*. New York & London. Routledge. Taylor & Francis Group. pgs. 17-42.

Second reading reflection is due on this date

March 3 Week 9--Spatiality of Whiteness and Global Colourism

Readings:

Hunter, M. (2015). Colorism in the classroom: How skin tone stratifies African American and Latina/o students. *Theory into Practice*, 55(1), 54–61.

<https://doi.org/10.1080/00405841.2016.1119019>.

Hussein, N. (2010). Colour of life achievements: Historical and media influence of identity formation based on skin colour in South Asia. *Journal of Intercultural Studies*, 31(4), 403–424.

<https://doi.org/10.1080/07256868.2010.491275>.

Ryan-Mosley, T. (2021, August 15). Artificial Intelligence: how digital beauty filters perpetuate colorism. MIT Technology Review.

<https://www.technologyreview.com/2021/08/15/1031804/digital-beauty-filters-photoshop-photo-editing-colorism-racism/>

March 10 Week 10- Racializing Technologies: From Jim Crow to Jim Code

Readings:

Ruha Benjamin (2019). *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity. PP. 97-136.

Film: A Twin Cities PBS Original. (2019). Jim Crow of the North – Full Length Documentary.
<https://www.youtube.com/watch?v=XWQfDbbQv9E>

March 17 Week 11--- In-Class Presentations. No additional reading assignment for this week.

March 24 Week 12 Race, Gender, Sexuality, and colonial rule

Assigned readings:

Stoler, A. (2002). *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (pgs 41-78). Berkeley, Los Angeles and London: University of California Press.

Steigerwald, J., & Lettow, S. (2014). *Treviranus' Biology: Generation, Degeneration, and the Boundaries of Life* (pgs 105-123). Albany, New York: State University of New York Press.

Nagal, J (2003). *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*. pgs 63-90.

In-Class Presentation must be uploaded to Brightspace on this date.

March 31 Week 13 last class. No assignment. Collective reflection of learning outcome of the seminar.

Please note the final essays are due on the final day of the Winter term on April 8.

Additional information – clearly state your assessment policies, such as:

All assigned assignments must to be uploaded to the Brightspace website of the seminar. In specific cases in where a learner lacks access to Bright space for, and to avoid late submission penalty, the assignment can be emails to me.

Policy regarding extensions, requests for academic consideration.

As a matter of pedagogical principle, I accept the words of the learner to justify when requesting an extension for an assignment. Learners taking courses and seminars with me do not need to provide medical evidence that might force them to reveal personal information. But extensions are limited to a few hours or a few days. Failure to seek extension will result in **a Letter grade reduction** for every 24 hours the work has not been submitted. Please see Carleton University rules around Grade appeals process – please ensure that your policy complies with the University's steps on grade appeals. See <https://carleton.ca/registrar/appeal-of-grade/>.

A work previously graded or that has been written for another course must not be submitted to this course and any violation will result in a failing grade for that assignment. Please see Carleton University Academic Integrity Policy. Re-use of the same piece of work previously submitted for credit in another course (note that the [Academic Integrity Policy](#) on this was changed in 2021).

Use of generative AI tools (e.g., Chat GPT)

when responding to assigned work in this course, it is strictly forbidden to use AI tools such as ChatGPT. Usage of these tools when responding to assigned work will result in automatic rejection of that assignment. See the [Academic Integrity and Academic Offences section](#) of the Faculty teaching regulations for further information.

General criteria that influence grading: spelling, grammar, citation format, presentation, preferred style guide, etc.

- The strength and coherence of the argument and analysis
- Capacity for theorizing the intersectionality of race, ethnicity
- Writing style, grammar, spelling will be assessed and graded
- Capacity to combine description and analysis

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 February/March examinations is **February 1, 2026** and **March 15, 2026** for April 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.

Generative Artificial Intelligence Tools (e.g. ChatGPT)

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

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.

Statement on Student Mental Health:

“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/>”

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service
<https://walkincounselling.com>

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/>.

WINTER TERM 2026 – Important Dates and Deadlines

Date	Activity
WINTER TERM 2026	
December 29, 2025	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 5, 2026	University reopens.
	Winter term begins. Full winter and early winter classes begin.
January 9, 2026	Last day for registration and course changes (including auditing) in early winter courses.
January 16, 2026	Last day for registration and course changes (including auditing) in full winter and late winter courses.
	Last day to withdraw from early winter 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 winter 2026 and must register for the winter 2026 term.
January 23-25, January 30- February 1, 2026	Full fall and late fall term deferred final examinations will be held.
January 31, 2026	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.

Date	Activity
February 1, 2026	<p>Last day for academic withdrawal from early winter courses.</p> <p>Last day to request Formal Examination Accommodations for Feb/Mar 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.</p>
February 6, 2026	<p>Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).</p>
February 13, 2026	<p>Last day of early winter classes.</p> <p>Last day for final take-home examinations to be assigned in early winter 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.</p> <p>Last day that can be specified by an instructor as a due date for term work for early winter courses.</p> <p>April examination schedule available online.</p>
February 16, 2026	<p>Statutory holiday. University closed.</p> <p>Deadline for course outlines to be made available to students registered in late winter courses.</p>

Date	Activity
February 16-20, 2026	Winter break, no classes.
February 21-22, February 28-March 1, 2026	Final examinations in early winter undergraduate courses will be held.
February 23, 2026	Late winter classes begin.
February 27, 2026	Last day for registration and course changes (including auditing) in late winter courses.
March 1, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate outside Canada or the United States.
	Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music, Bachelor of Science in Nursing and Bachelor of Social Work degree programs for the fall/winter session.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 6, 2026	Last day to withdraw from late winter term courses with a full fee adjustment.

Date	Activity
March 13-15, 2026	Early winter undergraduate deferred final examinations will be held.
March 15, 2026	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter 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.
March 25, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for receipt of applications from potential spring (June) graduates.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter 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).
April 3, 2026	Statutory holiday. University closed.

Date	Activity
April 8, 2026	Winter term ends.
	Classes follow a Friday schedule.
	Last day of full winter, late winter, and fall/winter classes.
	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 winter, late winter, and fall/winter courses.
April 9-10, 2026	No classes or examinations take place.
April 11-23, 2026	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 23, 2026	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.
May 1, 2026	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 15-27, 2026	Full winter, late winter term, and fall/winter deferred final examinations will be held.

Date	Activity
June 1, 2026	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due March 1.

June 15, 2026	Last day for receipt of applications for undergraduate degree program transfers for the fall term.
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