



University of  
**Nottingham**

UK | CHINA | MALAYSIA

School of Politics & International Relations

# Race and Politics

(20 credits)

**Level:** 3

**Taught:** Autumn 2022–2023

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# Summary of Content

This module seeks to introduce third-year students to theories of race and racialisation, including but not limited to postcolonial theory, orientalism, and intersectionality. After learning the basics of these theoretical lenses, students will study the politics of race in different country contexts through countries' histories of colonialism and imperialism as well as contemporary racial and ethnic disparities.

Topics to be covered will include imperialism, colonialism, white supremacy, racialisation, experiences of racism, and ethnic and racial penalties, among others.

## Educational Aims

The purpose of this module is to introduce students to the politics of race by studying contemporary issues of race and racism in different country contexts which takes account of the historical legacies of colonialism and imperialism. It is also to acquaint them with theoretical lenses for making sense of historical and contemporary processes of racialisation, including those not directly studied in the module. The lectures and readings will encompass a number of contemporary examples, and the module will help the students to understand similarities and differences in the politics of race in a wide range of countries.

## Learning Outcomes

### Knowledge and Understanding

- To enhance students' knowledge of the field of race and politics.
- To develop students' understanding of political science and sociological theories and concepts of race and racialisation.
- To help students acquire a detailed appreciation of the nature of historical forms of racial oppression and how they manifest in contemporary politics.
- To make students critically aware of differences in racial ordering and racial disparities across different country contexts.

### Intellectual and Transferable Skills

- Framing concepts into academic criteria, which can be used to structure coursework.
- Critically analysing differing academic viewpoints.
- Show aptitude in applying comparative and conceptual thinking to concrete examples.
- Demonstrate skills of critical analysis, synthesis and reasoned argument.

## Professional/Practical Skills

- Preparing for and contributing fully to seminar discussions.
- Sifting through large amounts of information.
- Producing professional written reports.
- Study independently to develop familiarity with key concepts and issues, and gather evidence.

## Transferable and Key Skills

- Use skills of assessment and judgement by discriminating between competing arguments
- Learn to plan, manage time effectively, prioritise tasks and work towards deadlines
- Demonstrate the ability to read material critically and use it selectively
- Show strong written communication skills based on clear expression and coherent, well-referenced arguments
- Producing a well-argued case, based on properly referenced academic evidence.

## Module Evaluation

Evaluation and feedback are crucial to the success of any module. The School wants students to have their say on Politics modules. Therefore, modules are formally evaluated on a biennial basis, through Student Evaluation of Teaching (SETs) and Student Evaluation of Modules (SEMs), so please use this opportunity to have your say. If you have any other comments or queries regarding this module, please contact the Module Convenor.

## Methods and Frequency of Teaching

There will be two **lectures** weekly of one hour duration.

There will be one **seminar** per week which will last for an hour.

<i>Activity</i>	<i>Number of Sessions</i>	<i>Duration of a Session</i>
Lecture	20	1 hr
Seminar	10	1 hr

<b>Lectures</b>		
Mondays	5–6 pm	Physics C12
Fridays	3–4 pm	Clive Granger A39

<b>Seminars (check your individual timetable)</b>		
Fridays	10–11 am	Upper George Green A03
Fridays	11 am–12 pm	Upper George Green A04
Fridays	2–3 pm	Clive Granger A35

The PowerPoint slides of the lectures will be uploaded to Moodle prior to their delivery.

## Assessment

**There are various useful resources in the Assessment section on Moodle, including information on submitting assessments and viewing your feedback; make sure you take advantage of them.**

This module will be assessed on the following basis:

<i>Assessment Type</i>	<i>Weight</i>	<i>Requirements</i>	<i>Due</i>
Project	20%	10–minute podcast recording	3 pm, Monday 14 November
Coursework	20%	1,000–word podcast script	3 pm, Monday 14 November
Essay	60%	2,500 words	3 pm, Thursday 5 January

## Word counts

**All word count maximums are absolute**, i.e. a 2,000 word piece of coursework should not exceed 2,000 words. Data and labels inside of tables and charts, essay titles, and the bibliography are not included in the word count. Headings and sub-headings (excepting the essay title), labels for tables and charts, in-text references, footnotes, and the main text are all included in the word count. Submissions exceeding the upper maximum word count will receive a 5% penalty. **The word count must be included in the coursework**, normally at the end of the main text but before the bibliography. **Submissions without a word count will receive a 5% penalty.** Submissions will be checked at random to verify that the stated word count is accurate.

**Falsely underreporting your word count** in order to avoid the 5% penalty **constitutes academic misconduct** and will be referred to the Academic Misconduct Officer.

## Procedure for submitting coursework

The assessed coursework should be **SUBMITTED ONLINE ONLY** by 3pm on the due **date**. The coursework will be marked electronically through Turnitin. Please follow the submission guidelines for electronically marked essays, as these differ slightly from normal Turnitin submission. **All feedback will be released electronically through the Turnitin portal.**

You must upload your essay onto Turnitin using the following submission **title and file name**:

**Student ID\_Module code\_academic year**

For example: 14123456\_POLI3129\_2223

Please note: underscores must be used between each section.

The School of Politics & IR operates anonymous coursework marking so please **do not type your name on your essay**. You should instead print your student ID number in the header or footer of each page.

Because coursework submissions are electronic-only, please **check your file after submission** to make sure that you submitted the correct document. Just as if you were submitting a hard copy, we can only mark what you submit. This means that **if you accidentally submit a draft, we can only mark the draft.**

You must ensure that you leave enough time to submit your essay electronically, just as you would have to allow enough time for printing problems and crossing campus to submit a hard copy. **You are strongly advised not to leave submitting your essay until the last moment on deadline day.** Submissions will automatically be marked late after the deadline.

The electronic copies will be scanned to detect **academic misconduct**. It is therefore imperative that you consult the Student Handbook, which outlines what is counted as academic misconduct and advises you how to avoid it. Academic misconduct is a serious offence and University regulations will be applied.

## Late submissions

The standard University penalty for late submission should be 5% absolute standard University scale per normal working day, until the mark reaches zero. For example, an original mark of 67% would be successively reduced to 62%, 57%, 52%, 47% etc. **Normal working days include vacation periods, but not weekends, university closure days or public holidays.**

## Academic Integrity

There are various forms of academic offense, which the School and the University take very seriously. Assignment submissions are thus carefully screened for evidence of potential academic misconduct, and in the event that an academic offense is suspected, the School's Academic Misconduct process will be activated. Academic offense covers a range of activity broadly associated with trying to gain an unfair advantage.

In the event that an academic offence is judged, on the balance of probabilities to have occurred, penalties may be applied.

Abbreviated guidance on what constitutes Academic Misconduct is reproduced here for reference. All coursework will be analysed by Turnitin and all suspected cases will be reported to the Academic Integrity Officer for assessment and a possible meeting. The penalties for Academic Misconduct, whether deliberate or inadvertent, can include a points reduction, including grading the affected piece zero. Guidance on proper referencing and citation technique is included in the Student Handbook.

The following is a non-exhaustive list of examples of academic misconduct which will be considered under University Regulations:

### Plagiarism

Representing another person's work or ideas as one's own is an academic offense. For example, by failing to correctly acknowledge others' ideas and work as sources of information in an assignment, and neglecting the use of quotation marks. This also applies to the use of graphical material, calculations etc. in that plagiarism is not limited to text-based sources.

Plagiarism is the most common form of academic offense. An adjudication of plagiarism can be made even in circumstances where it was inadvertent rather than purposeful. It is therefore essential that students consult the School of Politics and IR Student Handbook pp 136–9 to understand what constitutes an academic offense in the form of plagiarism—and pp 187–206 on appropriate academic techniques in order to avoid it (also see below).

### Proof-reading

A proof-reader may identify spelling and basic grammar errors. Inaccuracies in academic content must not be corrected nor should the structure of the piece of work be changed; doing so may result in a charge of academic misconduct. A proof-reader may be used to ensure that the work meets a quality threshold with respect to English standards. Students should familiarise themselves with the School's policy regarding proof-reading here

<https://www.nottingham.ac.uk/QualityManual/Assessment-awards-and-deg-classification/Pol-proofreading.aspx>

### False Authorship

Where a student is not the author of the work they have submitted. This may include a student submitting the work of another student. This may also include the submission of work that has been produced (in whole or in part) by another student or third party. As it is the authorship of an assignment that is contested, there is no requirement to prove that the assignment has been purchased.

### Collusion

Refers to cooperation in order to gain an unpermitted advantage. This may occur where students have consciously collaborated on a piece of work, in part or whole, and passed it off

as their own individual efforts, or where one student has authorised another to use their work, in part or whole, and to submit it as their own. Legitimate input from University tutors or approved readers is not considered to be collusion, and students are not discouraged from substantive discussions with peers.

### “Recycling” (sometimes referred to as “self-plagiarism”)

The multiple submission by a student of their own material (either in whole or in part) is **not** considered academic misconduct. This includes work that the student may have submitted for another module or in a previous academic year. In other words, so-called “self-plagiarism” is not an academic offense. However, the recycling/re-use of material that has been submitted on a previous occasion for a different summative assessment is likely to be academically inappropriate. The merit of such recycled material will be a matter of academic judgement by the marker.

## Avoiding Plagiarism

If you reproduce something in your own work that is not common knowledge (e.g. Beijing is the capital city of China), you need to specify where the original idea and language appeared. You need, in other words, to give due credit to the originator of the idea or formulation that you are using as part of your own argument. It is very important to do this, and failure to apply appropriate academic technique could lead to an accusation of plagiarism. The following example shows how this should be done.

This is an extract from an article published by Klaas Dykmann and Ole Bruun in 2021.

With China’s global rise, both its state leadership and key academics have engaged in developing a civilisational discourse for the twenty-first century partly based on ancient cosmological concepts.

If in your own essay you want to keep this exact formulation you need to put it in quotation marks and provide an in-text citation as follows:

“With China’s global rise, both its state leadership and key academics have engaged in developing a civilisational discourse for the twenty-first century partly based on ancient cosmological concepts” (Dykmann and Brunn, 2021: 1).

Put the authors’ own words within “quotation marks” and immediately following the quote put in (brackets) the authors’ surnames, the year of publication and, after the colon, the page number on which the quoted text appeared in the original source. To complete the proper application of academic technique you need to include the full bibliographical information for the source in the References/Bibliography at the end of the essay as follows:

Dykmann, Klaas and Ole Bruun (2021). China’s Pledge to Civilise “All Under Heaven.” *Journal of Current Chinese Affairs*, 54(5): 1–21.

Anything short of this is incomplete. If you use the authors’ exact words without putting them in quote marks, that is potential plagiarism, even if you do include the citation in the References/Bibliography.

If you don’t want to use the exact words formulated by the authors but want to reformulate the meaning in your own words, you don’t need quote marks but \*you must\* paraphrase in a way that is sufficiently distinct from the original as to be recognizably your own words. You can’t just change a word or two here and there. Even when putting the gist in your reformulated



language you should still provide an in-text citation, including the page number in brackets immediately after the relevant passage. You must again include the full bibliographic information in your list of references. Failure to do so, could lead to an accusation of ‘mosaic plagiarism’. The following BAD EXAMPLE of paraphrasing would be an example of mosaic plagiarism and a potential academic offense:

Original text:

With China’s global rise, both its state leadership and key academics have engaged in developing a civilisational discourse for the twenty-first century partly based on ancient cosmological concepts.

**Unacceptable paraphrasing:**

Following China’s global rise, state leaders and major academics have developed a civilisational discourse for the new century in part based on ancient cosmological concepts.

Although several words have been changed, the main thrust is the same as the original and the formulation is still very similar. This is a form of plagiarism, even if the entire borrowed text is not copied verbatim.

There are two options to avoid this problem: You can either quote the original verbatim as described above, or you can try to encapsulate the idea in your own distinct language (while also providing an in-text cite and bibliographical reference):

**Acceptable paraphrasing:**

Original text:

With China’s global rise, both its state leadership and key academics have engaged in developing a civilisational discourse for the twenty-first century partly based on ancient cosmological concepts.

New formulation:

Transformational processes resulting from China’s modernization and rise to global prominence necessitated thinking about a new national narrative for the Twenty-first Century, which officials and academics in the PRC have responded to by borrowing concepts that first appeared in ancient Chinese cosmology as the building blocks for a contemporary civilizational discourse (Dykman and Brunn, 2021: 1).

In this formulation you are both conveying and developing the authors’ original idea, but in language that is recognizably your own. And you are also giving credit to the originators of the idea, even though it is now distilled through your own understanding of the issue. You don’t need to put this newly formulated language in “quote marks” because it is sufficiently your own (the phrase “civilizational discourse” is distinct enough that you might consider putting it in quotes, but because you are giving credit to the original authors anyway, not doing so is unproblematic). The absence of quote marks plus the presence of an in-text cite allow the reader to infer that while the original idea comes from these scholars it has been considered, digested and reformulated in your own way. Not only is this good academic technique, but you are also demonstrating your capacity to engage with the academic literature.

If you include other author’s words in your coursework without attributing it to them, it will be discovered by Turnitin and subsequent analysis by the marker. This could lead to a lower mark for the “Referencing” component of the assessment and hence a lower grade for the piece of work overall. And if the practice within the assignment is repeated, widespread or substantial

it may trigger the Academic Integrity process, with a range of potential penalties applied to the coursework (including giving the piece of work a mark of zero in serious cases).

If you are in any doubt about academic offences and academic technique, you can direct your concerns or queries to your Seminar Tutor, Module Convenor or Personal Tutor, or consult the numerous sources of information available via Moodle, including the School Handbook referenced above and the University's Study Skills resources.

## Extensions

Any student wishing to apply for an extension or file notice of extenuating circumstances should complete the required form online and submit the necessary documentary evidence [here](#). Module convenors/seminar tutors are unable to grant any requests for extensions. Applications for extensions will not normally be considered retrospectively.

Students with Support Plans should complete a different form, available here: <https://www.nottingham.ac.uk/student-services/service-details/disability-support-services/support-for-your-studies/coursework-extensions.aspx>.

If your extension request is not approved by the time of the deadline, you are required to submit the coursework you have completed.

You are advised to read the University's [Policy on Circumstances Affecting Students' Ability to Study and Complete Assessments](#) before submitting a request. **You will only be considered for an extension to the deadline if your reasons for requesting one are covered by the Policy and you are able to provide the requisite evidence** (unless you have a Support Plan with support for extensions). The policy outline states that:

Such difficulties must meet all the following criteria:

- They must be out of the student's control – the student could not have prevented them;
- They must have had a significant impact – they must have had a demonstrably negative impact on the student's ability to study or to undertake an assessment;
- The timing of the circumstances must be relevant to the claimed impact.

If you are experiencing more significant or complex issues, you should contact the Faculty Support and Wellbeing Manager, Mrs. Maria Wade ([maria.wade@nottingham.ac.uk](mailto:maria.wade@nottingham.ac.uk)).

## Checklist for coursework submission

Before submitting your document, you should run through the following checklist.

- Legible Font:** For example, Times New Roman (12pt), Verdana (11pt), Arial (12pt), Calibri (12pt), Garamond (12pt), Cambria (11 pt) – or equivalent Mac fonts, e.g. Helvetica.
- Spacing:** 2.0 (double-line) spacing for the report, 1.0 spacing for the bibliography and tables.
- Spelling:** Please do not ignore the red squiggles that appear under words when they are misspelt. Green squiggles indicate possible grammatical errors but are not always accurate. If you're unsure about a grammatical question, feel free to ask!

- Coversheet:** The coursework submission coversheet should be pasted at the beginning of your document. This will be available on Moodle.
- Student ID:** Student ID should appear in the heading of every page. ***Do not include your name anywhere on the electronic copy of your assessment.***
- Page numbers:** Page numbers should appear in the header or footer of every page.
- Title:** Your chosen essay question should be typed clearly at the beginning of the report.
- Word count:** Word count should be indicated on the coversheet. The word count includes everything (including headings, labels on tables and charts, in-text references) from the introduction through the conclusion. It includes all footnotes/endnotes. It does not include the essay question typed at the top of the first page, the contents of tables and charts, or the bibliography.
- Bibliography:** Your bibliography should start at the top of a new page. To do this, hold down CTRL/CMD and press Enter. This will create a page break. The bibliography should be single-spaced with hanging indents (this means the first line of each entry aligns with the margin of the page any lines after it are indented, the opposite of a normal paragraph indentation). Bibliographies should be alphabetised by author surname (or organisation, if the author is unknown) and should conform to the author-date style. Bibliographies should not be numbered or bullet-pointed, and sources should not be sorted by type, only alphabetised.
- After submission:** Check that your file uploaded correctly. Confirm that you have received your Turnitin receipt.

## Coursework support

The Hallward Library and Halls of Residence have a number of networked PCs to facilitate access to information on holdings. Laptops are also available to borrow from the university for a 30-day period on a first come, first serve basis. You can apply for one here:

<http://nott.ac.uk/lrservice>.

As module convenors, please do not hesitate to contact us if you have any difficulties with the module or assessed work. We are available to you by appointment during our office hours (see the first page of this handbook). Appointments to meet at other times can be made via email.

The student handbook contains advice on academic writing, an outline of the School-wide marking criteria, a feedback dictionary, and referencing guide. Electronic copies are available the School of Politics & IR Student Information Hub on Moodle and on all module Moodle pages. The Hub also includes a section with sample essays from previous years for further reference.

# Lecture/Seminar Titles

Lectures and seminars will **both** be based on readings listed below. **Ensure that you have familiarised yourself with the relevant required readings before class each week.**

Please note that registers will be taken in seminars. Should you be unable to attend, please email your seminar tutor in advance.

The weekly lecture/seminar topics are as follows. Additional (recommended) readings for each week are available on TALIS, and we **strongly advise** you to engage with these. You will need to do so in order to do well on the assessments.

You should expect to spend **2–3 hours a week** working through the core readings. As Year 3 students, you have the tools to engage with more challenging texts, and we are looking forward to discussing them with you.

Here is a summary table. **Core readings are listed below, on Moodle, and on TALIS.**

Week	Lecture Topic	Seminar topic
<b>PART ONE: THEORIES OF RACE AND RACIALISATION</b>		
1 – Introduction to Theories of Race and Racialisation (3 Oct.)	Lecture 1: The Invention of Race  Lecture 2: What is Racialisation?	Seminar 1: Introducing the issues
2 – Imperialism and Colonisation, Part 1: The White Man’s Burden (10 Oct.)	Lecture 3: ‘The White Man’s Burden’  Lecture 4: Modes of Imperialism and Colonialism	Seminar 2: How was the concept of ‘the white man’s burden’ used to justify imperialism/ colonialism?
3 – Imperialism and Colonisation, Part 2: Orientalism and Decolonisation (17 Oct.)	Lecture 5: Orientalism  Lecture 6: Decolonisation	Seminar 3: What are some of the legacies of imperialism and colonialism?
4 – Intersectionality (24 Oct.)	Lecture 7: Introduction to Intersectionality  Lecture 8: Race, Gender, and Black masculinities (Guest lecturer: Shardia Briscoe-Palmer)	Seminar 4: How can we apply an intersectional lens?

5 – Environmental racism (31 Oct.)	Lecture 9: Environmental Racism and the Losers of Globalisation  Lecture 10: Podcast workshop	Seminar 5: How can we understand who is most affected by climate change through a race lens?
6 – Reading week (7 Nov.)		
<b>PART TWO: COUNTRY AND REGIONAL CASE STUDIES IN RACE AND POLITICS</b>		
7 – Case Study: US (14 Nov.)	Lecture 11: A History of Genocide and Slavery  Lecture 12: White Supremacy in the Contemporary United States	Seminar 6: What are the legacies of historical racial oppression in the US today?
8 – Case Study: India (21 Nov.)	Lecture 13: The British Raj and Imperialism  Lecture 14: Caste and Colourism	Seminar 7: How does the history of colonialism shape forms of racism and racialisation in contemporary India?
9 – Case Study: UK (28 Nov.)	Lecture 15: Commonwealth Migration to the UK  Lecture 16: Political Attitudes, Voting Behaviour and Representation of Racialised Minorities in the UK	Seminar 8: The Political Participation of Racialised Minorities in the UK
10 – Case Study: South Africa (5 Dec.)	Lecture 17: Apartheid South Africa  Lecture 18: Rhodes Must Fall and the Politics of Statues	Seminar 9: Commemorations to slaveowners and repatriating cultural artifacts stolen from their homeland
11 – Case Study: Eastern Europe (12 Dec.)	Lecture 19: Formation of Ukrainian Identity Post-Cold War and the Russian Invasion (Guest lecturer: Artur Nadiiev)	Seminar 10: How does whiteness fit into understandings of race and racialisation?

	Lecture 20: White Supremacy and the Ongoing Development of Whiteness	
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## PART ONE: THEORIES OF RACE AND RACIALISATION

### Week 1 (3 October): Introduction to Theories of Race and Racialisation

**Lecture 1: The Invention of Race**

**Lecture 2: What is Racialisation?**

**Seminar 1: Introducing the issues**

Core readings:

- Jordan, Winthrop D. 2022. "First Impressions." In *Theories of Race and Racism: A Reader*, edited by Les Back and John Solomos, 24–38. London: Routledge.
- Omi, Michael, and Howard Winant. 2015. *Racial Formation in the United States*. New York: Routledge. Chapter 4: "Racial Formation," p. 105–36.
- Saini, Angela. 2019. *Superior: The Return of Race Science*. Boston: Beacon Press. Chapter 2 "It's a Small World: How did scientists enter the story of race?," p. 40–53.

### Week 2 (10 October): Imperialism and Colonisation, Part 1: The White Man's Burden

**Lecture 3: 'The White Man's Burden'**

**Lecture 4: Modes of Imperialism and Colonialism**

**Seminar 2: How was the concept of 'the white man's burden' used to justify imperialism/colonialism?**

Core readings:

- Mills, Charles W. 1997. *The Racial Contract*. Ithaca, NY: Cornell University Press. "Introduction," p. 1–7; "The Racial Contract is a Historical Actuality," p. 19–31; and "The Racial Contract is an Exploitation Contract," p. 32–40.

### Week 3 (17 October): Imperialism and Colonisation, Part 2: Orientalism and Decolonisation

**Lecture 5: Orientalism**

## Lecture 6: Decolonisation

### Seminar 3: What are some of the legacies of imperialism and colonialism?

Core readings:

- Said, Edward W. 1978. *Orientalism*. New York: Pantheon Books. Chapter 1, section 1, "Knowing the Oriental," p. 52–71; and SKIM the introduction, p. 25–51.
- Tuck, Eve., and K. Wayne Yang. 2012. "Decolonization is not a metaphor." *Decolonization: Indigeneity, Education and Society* 1 (1): 1–40.

## Week 4 (24 October): Intersectionality

### Lecture 7: Introduction to Intersectionality

### Lecture 8: Race, Gender, and Black masculinities (Guest lecturer: Shardia Briscoe-Palmer)

### Seminar 4: How can we apply an intersectional lens?

Core readings:

- The Combahee River Collective statement. In *How We Get Free*, edited by Keeanga-Yamahatta Taylor, 15–27. Chicago: Haymarket Books.
- Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. London: Hyman. Chapter 3: "Work, Family, and Black Women's Oppression," p. 45–68.

## Week 5 (31 October): Environmental racism

### Lecture 9: Environmental Racism and the Losers of Globalisation

### Lecture 10: Podcast workshop

### Seminar 5: How can we understand who is most affected by climate change through a race lens?

Core readings:

- Smith, Jamil. 2021. "The father of environmental justice, on whether we're all doomed." *Vox*, 10 December. <https://www.vox.com/2021/12/10/22826247/robert-bullard-environmental-justice-vox-conversations-interview>.
- Nijhuis, Michelle. 2021. "The miracle of the commons." *Aeon*. <https://aeon.co/essays/the-tragedy-of-the-commons-is-a-false-and-dangerous-myth>

## Week 6 (7 November): Reading week

## PART TWO: COUNTRY AND REGIONAL CASE STUDIES IN RACE AND POLITICS

## Week 7 (14 November): Case study: US

## Lecture 11: A History of Genocide and Slavery

## Lecture 12: White Supremacy in the Contemporary United States

## Seminar 6: What are the legacies of historical racial oppression in the US today?

Core readings:

- Dunbar-Ortiz, Roxanne, and Dina Gilio-Whitaker. 2016. *All the Real Indians Died Off and 20 Other Myths About Native Americans*. New York: Random House. p. 1–13, 23–31, 58–66, 145–58.
- Hannah-Jones, Nikole. 2020. *The 1619 Project* (podcast), episode 1: “The Fight for a True Democracy.” <https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>
- Coates, Ta-Nehisi. 2017. “My President Was Black.” *The Atlantic*, January/February. <https://www.theatlantic.com/magazine/archive/2017/01/my-president-was-black/508793/>

## Week 8 (21 November): Case study: India

### Lecture 13: The British Raj and Imperialism

### Lecture 14: Caste and Colourism

## Seminar 7: How does the history of colonialism shape forms of racism and racialisation in contemporary India?

Core readings:

- Tharoor, Shashi. 2017. *Inglorious Empire: What the British Did to India*. London: Hurst Publishers. Chapter 1, “The Looting of India,” p. 17–32.
- Paul, Annie. 2016. “Beyond the Pale? Skinderella Stories and Colourism in India.” *Ideaz* 14: 133–145.

## Week 9 (28 November): Case study: UK

### Lecture 15: Commonwealth Migration to the UK

### Lecture 16: Political Attitudes, Voting Behaviour and Representation of Racialised Minorities in the UK

## Seminar 8: The Political Participation of Racialised Minorities in the UK

Core readings:

- Shankley, William, and Bridget Byrne. 2020. *Ethnicity and Race in the UK: State of the Nation*, edited by William Shankley et al., 1st ed., Bristol University Press. Chapter 2 ‘Citizen Rights and Immigration’, pp. 35–50.
- Sobolewska, Maria. 2017. “Race, Ethnicity and Elections: From Recognizable Patterns to Generalized Theories.” In *The SAGE Handbook of Electoral Politics*, edited by Kai Arzheimer, Jocelyn Evans, and Michael S. Lewis-Beck, 220–40. London: SAGE.

## Week 10 (5 December): Case study: South Africa

### Lecture 17: Apartheid South Africa



## **Lecture 18: Rhodes Must Fall and the Politics of Statues**

### **Seminar 9: Commemorations to slaveowners and repatriating cultural artifacts stolen from their homeland**

Core readings:

- Durrheim, Kevin, Xoliswa Mtose, and Lyndsay Brown. 2011. *Race Trouble: Race, Identity, and Inequality in Post-Apartheid South Africa*. Lanham, MD: Lexington Books. Chapter 1, "Apartheid, Racism and Change in South Africa," p. 8–27.
- Holmes, Carolyn E., and Melanie Loehwing. 2016. "Icons of the Old Regime: Challenging South African Public Memory Strategies in #RhodesMustFall." *Journal of South African Studies* 42 (6): 1207–1223.

## **Week 11 (12 December): Case study: Eastern Europe**

### **Lecture 19: Formation of Ukrainian Identity Post-Cold War and the Russian Invasion (Guest lecturer: Artur Nadiiev)**

### **Lecture 20: White Supremacy and the Ongoing Development of Whiteness**

### **Seminar 10: How does whiteness fit into understandings of race and racialisation?**

Core readings:

- Garner, Steve. 2007. *Whiteness: An Introduction*. London: Routledge. Chapter 4 'Whiteness as contingent hierarchies', pp.63-79
- "Gravitas Plus: Explained: The Russia/Ukraine Crisis." YouTube, [https://www.youtube.com/watch?v=nK-yJD\\_fAtk](https://www.youtube.com/watch?v=nK-yJD_fAtk)
- Kuzio, Taras. 2001. "Identity and nation-building in Ukraine." *Ethnicities* 1 (3): 343–65.

# Essay Titles

You are **strongly** advised to discuss an essay plan with your seminar tutor. If you do so, you **must** email a short (no more than one page) outline in advance of discussing the matter during a feedback and consultation hour.

## Essay 1 (deadline 3 pm, Thursday 5 January). Word limit 2,500.

Identify an area in which contemporary racial inequality exists in either the United States, India, United Kingdom, South Africa, Russia, or Ukraine. Then, answer question A or B. Use the examples below as a guide.

- A. Identify a government policy that attempts to combat the inequality you have chosen. Is this policy effective, and why or why not? Use concepts and theories from the module to inform your answer.

Example 1: low representation of Afro-Brazilians in higher education in Brazil (inequality); affirmative action programs in public universities (policy)

Example 2: unequal access to clean water among Aboriginal communities in Australia (inequality); Aboriginal Environmental Health worker program to educate communities on disease risk (policy)

- B. How is the inequality you have chosen reproduced? Use concepts and theories from the module to inform your answer.

Example 1: reproduction of anti-Muslim racism in elite political discourse in France

Example 2: housing inequality through gentrification in Amsterdam, Netherlands