

FSS, uOttawa
ECH4310 - Fall 2020
Race & Racism
Online Seminar, COVID-19 edition

Professor Srdjan Vucetic, email & office hours info: <https://srdjanvucetic.wordpress.com>

Description Study of the production and perpetuation of racialized differences in the world. We begin with key concepts and debates: what race means, how it relates to the institutional orders of modern society, including mainstream disciplinary accounts of that society, etc. Then we move on to discuss assorted world issues: Trumpism, BLM, anti-Semitism, Islamophobia etc.

Objectives To advance 1) the theoretical and conceptual challenges involved in explaining race as a constitutive element of modernity; 2) an awareness of the global politics of race as a necessary condition for adequately exploring the concepts and issues of importance in ECH; and 3) the empirical knowledge of historical and contemporary events and circumstances that help explain why so many institutions fail to adequately address racism and discrimination.

By the end of the term, students should display 1) excellent reading facility, excellent analytic ability and the ability articulate persuasive arguments that integrate empirical and theoretical material; 2) critically assess the erasure of race from various disciplines and inter-disciplines; and 3) synthesize research on race from inter-disciplinary sites so as to creatively apply to the concerns of their studies and enable constructive and critical discussion.

Teaching Methods The course will be taught as an online seminar, through online lectures, a podcast, and intensive written discussion of readings on Brightspace. Students are expected to complete *all* of the assigned reading and participate fully in the weekly discussion forum. Written work must observe uOttawa rules regarding citation of sources. Individual written work must be entirely students' own.

Course Materials: Readings for the course will be available on the password-protected course webpage <https://srdjanvucetic.wordpress.com/ech> There are two textbooks:

Charles W. Mills, *The Racial Contract* (Ithaca and London: Cornell University Press, 1997), which is available to you through uOttawa library; and

Alana Lentin's *Why Race Still Matters* (Polity, 2020), which is available as an e-book for \$12 from <https://politybooks.com/bookdetail/?isbn=9781509535705>

You might find these volumes helpful as well: (Disclosure: I contributed to the last two.)

Robin Maynard. Policing Black lives: State Violence in Canada from Slavery to the Present. Halifax, NS: Fernwood Publishing, 2017.

Cannon, Martin J., and Lina Sunseri (eds.), Racism, Colonialism, and Indigeneity in Canada. Don Mills, ON: Oxford University Press, 2018.

Alex Anievas, Nivi Manchanda, Robbie Shilliam (eds.), Race and Racism in International Relations: Confronting the Global Color Line. Routledge, 2014.

Randolph B. Persaud & Alina Sajed (eds.), Race, Gender, and Culture in International Relations: Postcolonial Perspectives. Routledge, 2018.

In lectures I will mention some concepts, thinkers, and topics in/of social theory that might be entirely new to you. For excellent general overviews of these, and a list of basic readings on each, please consult <https://globalsocialtheory.org>. For students outside ECH: a good intro to empire, coloniality, discourse, ideology, Orientalism, & many more key terms you'll encounter in the course is Stuart Hall, ['The West and the Rest: Discourse and Power'](#) in Stuart Hall & Brian Gieben (eds.) Formations of Modernity. Cambridge: Polity /Open University, 1992.

Acknowledgments

uOttawa's Indigenous Affirmation: <https://www.uottawa.ca/indigenous/> (We will discuss the politics of such affirmations in Week 2)

For help with this syllabus I am grateful to Alana Lentin, Randy Persaud and Robbie Shilliam.

Assessment methods:

Raw course score & weight		Final course marks
PARTICIPATION	-20%	
BLOG	-20%	90-100 (A+), 85-89 (A), 80-84 (A-),
PIFA	-20%	75-79 (B+), 70-74 (B), 66-69 (C+)
FINAL	-40%	60-65 (C)...
For graduate students: grades below the alphanumeric C+ (66%) are failing grades. For substantive meanings behind these numbers and letters, please consult http://www.etudesup.uottawa.ca/Default.aspx?tabid=1807&monControl=Examens		

Participation: Whether in person or online, interactive seminars achieve their best results when everyone gets involved. Consistently informed participation in the discussion forum reflecting regular, close reading of the material is therefore crucial. Discussion Forum

<https://uottawa.brightspace.com/d2l/le/content/175156/e>

PIFA: Pay It Forward Assignment, TBD in Week 1.

Blog: TBD in Week 1, <https://wp.me/P5sVO1i-ut>

Final: This being an online course, in lieu of the traditional final exam, each student will write a two-part piece of research on an agreed-upon topic, TBD in Week 1.

Fine Print

University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate (only the counseling service and the campus clinic may issue valid certificates to justify a delay or absence). Exceptions for other serious situation are not guaranteed; notify the professor as soon as possible and in writing if a religious holiday etc. forces your absence during an evaluation. The professor reserves the right to reject any non-medical reason put forth. There will be a penalty for tardiness: 10% for the first minute, thereafter 10% for each day overdue. You will be judged on your writing and presentation abilities. It is recommended to take the appropriate measures to avoid mistakes. Re-marking requests will be considered for one week after the assignment is returned if and only if an explanation of why the original mark is not justified is made in writing.

Any questions by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Further, any questions by email must use uOttawa email address, as per the official policy (effective July 2012). The professor may not answer an email if the level of language used is inadequate.

Changes to the syllabus necessitated by the circumstances of the class may be made at the Professor's discretion. If/when there are any changes, the professor will make an appropriate announcement in class, on the course website and/or in an email sent to all students' uOttawa e-mail accounts (as maintained by the registrar's list) a week prior to class time.

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;

- submitting the same assignment in more than one course, without the written consent of the professors concerned.
- Also see this:

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address:

http://www.socialsciences.uottawa.ca/eng/writing_tools.asp « *Tools for Writing Papers and Assignments* ».

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of « F » for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

Students found guilty of fraud were given an « F » for the course and had between three and twelve credits added to their program requirement.

http://www.uottawa.ca/academic/info/newsletter/fraud_e.html

Resources for You

Mentoring Centre - <http://www.sciencesociales.uottawa.ca/mentor/fra>

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

Career Services - <http://www.sass.uottawa.ca/careers>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

Counselling Service- <http://www.sass.uottawa.ca/personal>

There are many reasons to take advantage of the Counselling Service. We offer:

- [Personal counselling](#)
- [Career counselling](#)
- [Study skills counselling](#)

Access Service - <http://www.sass.uottawa.ca/aces>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

Student Resources Centres - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of students needs.

Prevention of Sexual Violence

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which include cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more please visit www.uOttawa.ca/sexual-violence-support-and-prevention/

COURSE SCHEDULE

Week 1 (Sept 9): Introduction

Lecture: Intro

[Walking Eagle News](#), July 16, 2019: "Indigenous people relieved white males remain arbiters of what constitutes racism."

Tzvetan Todorov's *The Conquest of America: The Question of the Other*. Translated from the French by Richard Howard. NY: Harper & Row, 1984 [Editions du Seuil, 1982]), [excerpts](#).

Week 2 (Sept 14): The University

Lecture: University

Eve Tuck and Wayne Yang, 2012. "Decolonization is not a metaphor," *Decolonization: Indigeneity, Education & Society* 1 (1), 1-40.

Ramon Grosfoguel, 2013. 'The Structure of Knowledge in Westernized Universities,' [Human Architecture](#) 11:1, 73-90.

Mark Kingwell. 2017. "A populist wake-up call for universities," <https://academicmatters.ca/a-populist-wake-up-call-for-universities/>

Kenan Malik, 2017. "Are Soas students right to 'decolonise' their minds from western philosophers?" [The Observer](#).

Robin D.G. Kelley, 2017. "The university is not an engine of social transformation. Activism is." [The Boston Review](#). Read through the responses to it as well, esp. Keeanga Yamahtta Taylor's.

Jacques Frémont (uOttawa President and Vice-Chancellor), 2019-present: <https://www.uottawa.ca/president/strategic-areas/presidents-priorities/global-approach-against-racism-on-campus>

Gazette, uOttawa, 2020. "Talking about systemic racism: Grad students lead conversations," August 14 <https://www.uottawa.ca/gazette/en/news/talking-about-systemic-racism-grad-students-lead-conversations-about-change-needed-academia>

Recommended:

bell hooks. 1994. *Teaching to transgress: Education as the practice of freedom*. Routledge.

[Spring 2019 issue](#) of *Academic Matters*: pieces by Lori Campbell, Shannon Dea, and Laura McDonald; by Mary Ann Corbiere; by Tanya Talaga and Victoria McMurchy, by Malinda S. Smith and Nancy Bray, and by Ashley Courchene.

Week 4 (Sept 28): Race

Lecture: Race

W.E.B Du Bois. 1940. "[The Concept of Race](#)," in Dusk of Dawn. Oxford: Oxford University Press.

Alana Lentin. 2020. "Race beyond Social Construction" (Chapter 1), *Why Race Still Matters* (Polity).

Adam Hochman, 2020. "[Is 'race' modern?](#)" *Aeon*, 12 March.

Recommended:

A/V+ 1) [Race: The Power of an Illusion](#), PBS/California Newsreel documentary; 2) Stuart Hall: Race – A Floating Signifier, video <http://www.lib.berkeley.edu/mrcvault/videographies/race-floating-signifier>, For context: see the Claire Alexander. 2009. 'Introduction: Stuart Hall and Race', *Cultural Studies* 23 (4): 457-482.

W.E.B. Du Bois, 1897. "The Conservation of Races." *The American Negro Academy Occasional Papers No. 2*. Washington, DC: Baptist Magazine Print: Available via [Project Gutenberg](#)

Srdjan Vucetic. 2014. "Against Race Taboos," in *Race and Racism in International Relations, Confronting the Global Colour Line*, A Anievas, N Manchanda and R Shilliam, eds., Routledge, [98-114](#).

The Stone, NY Times. 2015. <https://opinionator.blogs.nytimes.com/tag/philosophers-on-race/>

Geraldine Heng. 2018. *The Invention of Race in the European Middle Ages*. Cambridge: Cambridge University Press.

Week 3 (Sept 21): Racism

Lecture: Racism

Test yourself: <https://implicit.harvard.edu/implicit/> (Developed at Harvard to try and expose subconscious feelings that may affect the way we relate to people)

Daniel Kelly, Luc Faucher & Edouard Machery. 2010. "Getting Rid of Racism: Assessing Three Proposals in Light of Psychological Evidence." *Journal of Social Philosophy* 41 (3): 293–322.

Barnor Hesse. 2011. 'Self-fulfilling Prophecy. The Postracial Horizon', *South Atlantic Quarterly* 110(1): 155-178.

Alana Lentin. 2020. "Not Racism™" (Chapter 2), *Why Race Still Matters* (Polity).

Keisha N. Blain. 2020. "Civil Rights International: The Fight Against Racism Has Always Been Global," *Foreign Affairs*, Sept-Oct.

Recommended:

Audio-visual & other activities (A/V+): ['Racism: A History', Part I, BBC4](#) ;

Cornel West. 1982. "A Genealogy of Modern Racism," in West, *Prophesy Deliverance!: An Afro-American Revolutionary Christianity* (Philadelphia: The Westminster Press, 1982), 47–65.

Week 5 (Oct 5): The Racial Contract

Lecture: Contract

A/V + "How Can We Win," Kimberly Jones, [full video #BLM 2020](#)

Charles W. Mills, [The Racial Contract](#) (Ithaca and London: Cornell University Press, 1997), entire

Charisse Burden-Stelly. 2018. "The Capitalist Foundations of Racialization," *Black Perspectives*.

Recommended:

Carole Pateman and Charles W. Mills. 2007. *Contract and Domination*. Polity Press.

Week 6 (Oct 12): Epidermal Schemas

Lecture: Colourism

Naomi Zack. 2010. "The Fluid Symbol of Mixed Race." *Hypatia* 25(4): 875–890.

Thuy Linh N Tu. 2017. "[White Like Koreans: The Skin of New Vietnam](#)," in S. Heijin Lee, Christina H. Moon, Thuy Linh Nguyen Tu (eds.). *Fashion and Beauty in the Time of Asia*.

Ananya Chakravarty. 2019. "[Caste Wasn't a British Construct – and Anyone Who Studies History Should Know That](#)," *The Wire*

Moises Velasquez-Manoff. 2019. "[Want to Be Less Racist? Move to Hawaii](#)," NY Times, June 28

Akiemi Glenn. 2019. "[Want to explore race in Hawai'i? Center those most impacted by it.](#)" Personal blog, July 2.

Recommended:

More A/V+: "Caste and IR. Global South Adda event (2 hours!) featuring Pavan Kumar, Ankit Kawade, Kalathmika Natarajan, and Medha," 2020 <https://youtu.be/jcefzg6Zo24>

Frank Dikötter. 1992. The Discourse of Race in Modern China. Hong Kong: HKUP [the author allows you to [download the book here](#)].

Week 7 (Oct 19): Identity Politics

Lecture: Identity

The 1977 [published 1978] Combahee River Collective (C.R.C.) [Statement](#)

Keeanga-Yamahtta Taylor. 2020. "[Until Black Women Are Free, None of Us Will Be Free.](#)" The New Yorker, July 20.

Barbara Foley. 2018. "Intersectionality: A Marxist Critique." Science & Society 82, 2 (April 2018): 269-75.

Alana Lentin. 2020. "Making It about Race" (Chapter 3), Why Race Still Matters (Polity).

Recommended:

A/V+ Kimberlé Williams Crenshaw on Race, Gender, Inequality, Intersectionality, and Black Lives Matter: <https://www.youtube.com/watch?v=KNKbGFoYC1Q>

Ijeoma Oluo. 2018. "[What is intersectionality and why do I need it?](#)," Ch5 in Oluo, So You Want to Talk About Race. New York: Seal Press, 2018.

Week 8 (Oct 26): Reading Week

Week 9 (Nov 2): Anti-Semitism and Islamophobia

Lecture: Entanglements

Srdjan Vucetic. 2016. "American Images of Canada: Canadian Muslims in U.S. Newspapers, 1999-2014", *American Review of Canadian Studies* 46: 2, 16-32.

Baljit Nagra. 2018. "Cultural Explanations of Patriarchy, Race, and Everyday Lives: Marginalizing and 'Othering' Muslim Women in Canada," *Journal of Muslim Minority Affairs* 38(2): 263-279.

Alana Lentin. 2020. "Good Jew/Bad Jew" (Chapter 4), *Why Race Still Matters* (Polity).

Recommended:

Ethan B. Katz. 2018. "An Imperial Entanglement: Anti-Semitism, Islamophobia, and Colonialism." *American Historical Review* 123 (4): 1190–209.

Week 10 (Nov 9): Resistance, Indigenous and Otherwise

Lecture: Resistance

Rhiannon Johnson. 2019. "Three-quarters of Indigenous youth optimistic reconciliation will happen in their lifetime, according to poll," [CBC News](#), July 9.

Sheryl Lightfoot. 2017. "Adopting and Implementing the UNDRIP: Canada's Existential Crisis" in Kiera L. Ladner & Myra Tait. Eds *Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal*. Winnipeg: ARP, 440-459. [[uOttawa CIPS 2017 talk video](#)]; and Ibid, 2019. "[B.C. takes historic steps towards the rights of Indigenous Peoples, but the hard work is yet to come.](#)" *The Conversation*.

Payam Akhavan, 2019. "[Genocide or not, do Canadians care about their Indigenous sisters?](#)," *Open Canada*

Hayden King. 2018. "[Discourses of conquest and resistance International Relations and Anishinaabe diplomacy](#)," in Randolph B. Persaud & Alina Sajed (Eds.), [Race, Gender, and Culture in International Relations: Postcolonial Perspectives](#). London: Routledge, 116-134.

Rita Abrahamsen, Jean-François Drolet, Alexandra Gheciu, Karin Narita, Srdjan Vucetic and Michael C. Williams, "Confronting the International Political Sociology of the New Right," [International Political Sociology](#) 14: 1 (2020), 94–107.

Recommended

David MacDonald. 2019. *The Sleeping Giant Awakens: Genocide, Indian Residential Schools, and the Challenge of Conciliation*. University of Toronto Press. [[uOttawa CIPS 2018 talk audio](#)]

Week 11 (Nov 16): Global Inequality, Global Justice

Lecture: Recap

Keith Banting and Debra Thompson. 2016. "The Puzzling Persistence of Racial Inequality in Canada." In *The Double Bind: The Politics of Racial and Class Inequalities in the Americas*, eds. Juliet Hooker and Alvin B. Tillery. Report of the APSA Presidential Task Force on Racial Inequalities in the Americas. APSA: Washington D.C. 101-122. [[link to PDF](#)]

Naeem Inayatullah & David L. Blaney. 2018. "Race and global inequality," in Randolph B. Persaud & Alina Sajed (Eds.), *Race, Gender, and Culture in International Relations: Postcolonial Perspectives*. London: Routledge, 116-134 [[link to the volume](#)] [link to [chapter](#)]

Charles W. Mills. 2019. "[Race and Global Justice](#)," in Duncan Bell (ed.) *Empire, Race, and Global Justice* (Cambridge), 93-119.

Recommended:

Audie Klotz. 2018. "Racial Inequality," in *Globalization of International Society*, ed. Timothy Dunne and Christian Reus-Smit. Oxford University Press.

Nichols Robert. "Indigenous Peoples, Settler Colonialism, and Global Justice in Anglo-America," in Duncan Bell (ed.) *Empire, Race, and Global Justice* (Cambridge), 228-250.

Week 12-13 (Nov 23, Nov 30): PIFAs Presented

See links to students' PIFAs on the Brightspace discussion forum entitled PIFAs. The agreed-upon deadline is Sunday November 22, 5 pm; no extensions allowed.

Final Exam TBD