

4204G: The Politics of Race

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Class Time: Wednesday 11:30–13:20, SSC4103

Office Days: Monday and Tuesday, SSC4208

This course will focus on the politics of race in North America with a view to assessing how, when and with what impact social, economic and political life have been informed by and continue to be informed by the politics of race. The course is predicated on examining the ways in which the white experience is institutionalized in political, economic, legal, and cultural structures so as to understand how benefits and burdens flow to citizens based on their racial, ethnic, and Indigenous status. The course will begin by introducing students to critical race theory and readings on race, whiteness, and colonialism. In the second part of the course, attention will shift to the political realm and the significance of race to elections, candidate evaluation, and representation. The final part of the course will focus on key policy areas, including criminal justice, child custody, and immigration and welfare state policies to critically assess whether the institutionalization of whiteness in law and public policy has been challenged successfully and what role race continues to play in these policy realms.

Assignments:

Seminar Assignment (20%)

Critical Literature Review (15%)

Research Assignment (15%)

Essay Proposal (5%) – due March 13th

Research Essay (25%) – due April 10th

Participation (20%)

Seminar Assignment (20%)

Commencing in Week 3, each student will be responsible for leading the seminar. There are two components:

First, students will make a brief presentation to the class in which they present their own views and observations about the week's readings. The content and structure of your presentation should resemble the content and structure of a critical analysis. This means that students should focus on questions and themes that cut across the week's readings, rather than simply summarizing the readings. Presentations may not run for more than **10 minutes**, and may be shorter. Presentations will be timed as conference presentations are.

Second, students will lead the class in discussion by posing questions that draw out themes and debates in the required readings and *engaging the class around those issues*. Accordingly, in addition to being assessed on their ability to identify relevant debates, themes, and issues, students will be evaluated on their ability to stimulate discussion among their classmates. Students are welcome to introduce news stories about current events that are relevant to the week's readings if they would like to. This should last for no more than **20 minutes**.

In most weeks, more than one student will be scheduled to present to the class. Students scheduled for the same seminar may choose to run the seminar jointly, though there is no requirement to do so. Nonetheless, where students scheduled for the same week choose not to work jointly, they should communicate with one another about the focus of their presentations and discussion questions in order to avoid undue repetition.

Critical Literature Review (15%)

Students will write and present a critical literature review (CLR) of the weekly readings that they will present as a part of their seminar assignment. However, the CLR will be graded separately from the seminar assignment. With that said, if the content of the CLR is weak, this will impact the student's seminar presentation grade.

Critical literature reviews must be **no more than 5 pages** in length and will examine **at least two** of the week's readings. **Students may not exceed the 5 page limit (double-spaced, using standard margins and 12 point font)**. Staying within the page limit is a part of the assignment. Endnotes and bibliographies are omitted from the page count. Critical literature reviews must be handed in *before* the class in which the readings in question are to be discussed. Critical literature reviews must include footnotes, endnotes, or parenthetical citation and a bibliography organized according to the Chicago style. Assignments must be submitted in hard copy form **with a turnitin receipt attached**. Email submissions will not be accepted. Note that late penalties do not apply to critical literature reviews and that *no extensions will be granted*.

The purpose of the analysis is for students to identify **one** central question that points to a difference of opinion or difference in approach among the authors and to critically reflect on this aspect of the literature. To this end, only a *small portion* of an analysis should be devoted to summarizing or outlining the authors' arguments respecting the central question identified. Instead, students should 1) identify one question (**posed in question form**) to be discussed in the analysis; 2) provide a very brief (comparative) outline of the principal arguments (and/or approaches) of the **authors in relation to the specific question identified**; and 3) most importantly, offer a critical assessment of the authors answers to the common question identified.

Research Assignment (15%)

The purpose of this assignment is to allow students to showcase their research and comprehension skills. Students may complete this assignment in any week, save the week in which they are completing their seminar assignment and CLR. The task is to find a book, book chapter or journal article that adds a new argument about or perspective on the week's readings. Students will then submit a **3 page** assignment in which they succinctly summarize the arguments advanced in the week's assigned readings *and* in the new source that the student has identified. Staying within the page limit is a part of the assignment. Your job will be to explain how the source that you found adds to the week's literature. Students may not use a source that is cited in any of the week's readings as their new source. The research assignment is due at the beginning of the class in which the readings the student has chosen to write about will be

discussed. Students should attach a bibliography to the assignment and cite the readings being discussed as usual. The bibliography does not count towards the 3 page assignment stipulation.

Research Essay (25%) and Proposal (5%)

Students will write a 3000 word research paper to be submitted at the beginning of the last seminar of the term. Students are free to formulate any topic that they see as relevant to the course in consultation with the Professor.

Students must seek approval of their research paper topic on March 13th of the term by submitting a brief written proposal at the start of class. The essay proposal will 1) brief outline the suggested topic for study; 2) provide either a guiding research question or thesis statement; and 3) include an annotated, working bibliography, which identifies the central thrust of each book or article listed and its relevance to the stated research topic. Essay proposals should be a maximum of 2- 3 pages and can be shorter. Of course, students are welcome to discuss their essay topics with the instructor in advance of submitting the written proposal. **Essay proposals need not be submitted to turnitin.**

Essays are due at the start of the final seminar (ie. before class commences), April 10th. Essays must include footnotes, endnotes, or parenthetical citation and a bibliography organized according to the Chicago style. As a general guide, papers should include a bibliography with *no fewer than* 8 academic sources. While it is acceptable to incorporate some class readings into the essay, as this is a research paper, class readings should not constitute a large percentage of the student bibliography.

Essays must be double spaced, **submitted in hard copy form with a turnitin receipt attached**. Email submissions will not be accepted. Extensions only will be granted where recommended by Academic Counselling. A 2% penalty per day will be assessed to late assignments without extensions.

Participation (20%)

Course participation constitutes a weekly assignment. Participation grades will be assigned for each week's class and will be based on the quality of the contribution made to the seminar discussion in accordance with the guidelines below. More specifically, the grades assigned will reflect *whether a student's contribution to class discussions demonstrates a familiarity with, and understanding of, the week's readings*. Students who attend seminar, but do not contribute orally to the seminar **will not pass the course or receive a course credit**. Students who find participating in class discussions challenging are encouraged to come to class with prepared discussion questions to pose to the class.

Readings:

Week 1. Introduction

Week 2. January 16

Race and the Academy: Why Study Race?

Thompson, Debra. "Is Race Political?" *Canadian Journal of Political Science* 41, no. 3 (2008): 525-47.

Week 3. January 23

Critical Race Theory: Decolonization and Whiteness

Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. New York: Grove Press, 1963. (vii-xvi; xxviii-xxxi; 1-6; 145-61; 170-180 only).

McIntosh, Peggy. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence Through Work in Women's Studies." In *Race, Class, and Gender: An Anthology*, 3d ed., ed. Margaret L. Andersen and Patricia Hill Collins, 94-105. Belmont, California: Wadsworth Publishing, 1998. (94-99 only).

Haney-López, Ian. *White by Law: The Legal Construction of Race*, rev. ed. New York: New York University Press, 2006. (xxi-xxii; 109-16; 120-34 only).

Week 4. January 30

Representations of Race

Davis, Angela Y. "Rape, Racism and the Myth of the Black Rapist." In *Women, Race and Class*. New York: Vintage Books, 1983.

Francis, Daniel. "Red Coats and Redskins." In *The Imaginary Indian: The Image of the Indian in Canadian Culture*. Vancouver: Arsenal Pulp Press, 1992. (61-72 only).

Warry, Wayne. "The Media: Sustaining Stereotypes." In *Ending Denial: Understanding Aboriginal Issues*. Peterborough: Broadview Press, 2007. (69-76 only).

Week 5. February 6

Race and Ideology: The Complexities of Racial Politics and Coalition Building

Dawson, Michael C. *Black Visions: The Roots of Contemporary African-American Ideologies*. Chicago: University of Chicago Press, 2001. (1-3; 10-23; 29-33 and 315-21 only).

Rochmes, Daniel A., and G.A. Elmer Griffin. "The Cactus That Must Not be Mistaken for a Pillow: White Racial Formation Among Latinos." In *Racializing Justice, Disenfranchising Lives*, ed. Manning Marable, Ian Steinberg and Keesha Middlemass, 197-213. New York: Palgrave Macmillan, 2007.

Kim, Claire Jean. "The Racial Triangulation of Asian Americans." *Politics and Society* 27, no. 1 (1999): 105-38. **(118-24 and conclusion only)**.

hooks, bell. "Representations: Feminism and Black Masculinity." In *Yearning: Race, Gender and Cultural Politics*. Toronto: Between the Lines, 1990.

Week 6. February 13

Race and Elections: The Election of Barack Obama

Mendelberg, Tali. "A Theory of Racial Appeals." In *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*. Princeton, New Jersey: Princeton University Press, 2001.

Terkildsen, Nayda. "When White Voters Evaluate Black Candidates: The Processing Implications of Candidate Skin Color, Prejudice, and Self-Monitoring." *American Journal of Political Science* 37, no. 4 (1993): 1032-53.

Metzler, Christopher J. "Barack Obama's Faustian Bargain and the Fight for America's Racial Soul." *Journal of Black Studies* 40, no. 3 (2010): 395-410.

Edge, Thomas. "Southern Strategy 2.0: Conservatives, White Voters, and the Election of Barack Obama." *Journal of Black Studies* 40, no. 3 (2010): 426-44.

Week 7. February 20

No Class (Reading Week)

Week 8. February 27

Race and Representation

Mansbridge, Jane. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics* 61, no. 3 (1999): 628-657. **(628-41 only** though the presenter(s) may wish to read on).

Bobo, Lawrence, and Franklin D. Gilliam Jr. "Race, Sociopolitical Participation and Empowerment." *American Political Science Review* 84, no. 2 (1990): 377-93.

Gay, Claudine. "The Effect of Black Congressional Representation on Political Participation." *American Political Science Review* 95, 3 (2001): 589-602.

Baker, Andy, and Corey Cook. "Representing Black Interests and Promoting Black Culture: The Importance of African American Descriptive Representation in the U.S. House." *Du Bois Review* 2, no. 2 (2005): 227-46.

Week 9. March 6

Essay Workshop

Week 10. March 13 (ESSAY PROPOSAL DUE**)**

Race and Child Custody: What is in the ‘Best Interests of the Child’?

Kline, Marlee. “Child Welfare Law, ‘Best Interests of the Child’ Ideology, and First Nations.” *Osgoode Hall Law Journal* 30 (1992): 375-426.

bunting, annie. “Complicating Culture in Child Placement Decisions.” *Canadian Journal of Women and the Law* 16 (2004): 137-64.

Maldonado, Solangel. “Race, Culture, and Adoption: Lessons from *Mississippi Band of Choctaw Indians v. Holyfield*.” *Columbia Journal of Gender and Law* 17, no. 1 (2008): 1-43.

Williams, Charmaine C. “Race (and Gender and Class) and Child Custody: Theorizing Intersections in Two Canadian Court Cases.” *National Women’s Studies Association Journal* 16, no. 2 (2004): 46-69. **(46-47 and 50-59 only)**.

Week 11. March 20

Race and the Criminal Justice System: Racial Profiling and the ‘War on Drugs’

Tanovitch, David M. “The War on Drugs.” In *The Colour of Justice: Policing Race in Canada*. Toronto: Irwin Law Inc., 2006. **(87-90 only)**

del Pozo, Brandon. “Guided by Race: An Ethical and Policy Analysis of Racial Profiling in Law Enforcement Decisionmaking.” *Queensland University of Technology Law and Justice Journal* 1 (2001): 266-303. **(266-87 only)**

King, Ryan Scott. “Jim Crow is Alive and Well in the Twenty-First Century: Felony Disenfranchisement and the Continuing Struggle to Silence the African American Voice.” In

Murdocca, Carmella. “National Responsibility and Systemic Racism in Criminal Sentencing: The Case of *R. v. Hamilton*.” In *The “Place” of Justice*, ed. Law Commission of Canada, 67-94. Black Point, N.S.: Fernwood Publishing, 2006.

Racializing Justice, Disenfranchising Lives, ed. Manning Marable, Ian Steinberg and Keesha Middlemass, 247-263. New York: Palgrave Macmillan, 2007. **(247-54 only)**.

Week 12. March 27

The Prison Industrial Complex

Smith, Earl, and Angela J. Hattery. “African American Men and Prison Industrial Complex.” *Western Journal of Black Studies* 34, no. 4 (2010): 387-98.

Sudbury, Julia. “Celling Black Bodies: Black Women in the Global Prison Industrial Complex.” *Feminist Review* 70 (2002): 57-74.

Welch, Michael. "The Role of the Immigration and Naturalization Service in the Prison Industrial Complex." *Social Justice* 27, no. 3 (2000): 73-88.

Week 13. April 3

Race, Immigration and the Welfare State

Abraham, David. "Doing Justice on Two Fronts: The Liberal Dilemma in Immigration." *Ethnic and Racial Studies* 33, no. 6 (2010): 968-85.

Borjas, George J. "Do Blacks Gain or Lose from Immigration?" In *Help or Hindrance? The Economic Implications of Immigration for African Americans*, ed. Daniel S. Hamermesh and Frank D. Bean, 51-74. New York, Russell Sage Foundation, 1998. **(51-52, 69 and 71 only)**.

Gay, Claudine. "Seeing Difference: The Effect of Economic Disparity on Black Attitudes toward Latinos." *American Journal of Political Science* 50, no. 4 (2006): 982-97.

Week 14. April 10 (RESEARCH ESSAY DUE**)**