

**The Politics of Race**  
**The University of Western Ontario**  
**POL4204/9756**  
**Winter 2017**

Professor: Caroline Dick  
Time: Wednesday 11:30 a.m. - 1:20 p.m.  
Classroom: SSC 4105

Office: SSC 4088  
Email: cdick4@uwo.ca  
Office Hours: Wednesday 1:30-3:30 p.m.

Prerequisite(s): POL2230E  
Antirequisite(s): None

**IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES**

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have **not** taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be **ineligible** for a course, you may be removed from it at any time and you will receive no adjustment to your fees. **This decision cannot be appealed.** If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

**COURSE DESCRIPTION:**

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.

## **Course Materials**

Many of the readings are available electronically. Those that are not available electronically are marked with a \*.

## **Email**

The Professor will respond to email and will do her best to reply within 48 hours. Emails sent on the weekend will be answered on Monday. Please do not send email messages via OWL. Do note that university policy precludes Professors from responding to email messages that were not sent from a Western email account. Note, also, that grades may not be discussed via email.

## **Web Site**

There is a web site set up for this course at <https://owl.uwo.ca/portal>. The course syllabus, links to certain readings and legal cases, and links to turnitin.com will be posted on the web site, as will important class announcements. Accordingly, students should check the web site regularly.

## **Turnitin**

All assignments, with the exception of the essay proposal, are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

Assignments can be submitted to turnitin.com through OWL. Note that assignments have not been submitted “on time” unless they have been submitted to turnitin.com *prior* to being submitted in hard copy form at seminar. A copy of your turnitin receipt must be attached to your work.

## **Academic Offences (Graduate Students)**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: [http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)

## **Extensions**

Extensions are not given. However, when there are genuine and unavoidable family or medical circumstances, students may seek academic accommodation, as detailed below. If you fail to hand in an assignment but are pursuing academic accommodation, please advise your Professor of this fact.

## **Computer Problems**

Students are expected to back up their written work and lecture/tutorial notes. Furthermore, students will be responsible for finding replacement lecture/tutorial notes where they fail to back-up their files. Extensions are not granted for computer-related problems.

### **Academic Accommodation**

If a situation should arise where a student requires accommodation because of a medical or personal issue, the student should visit his or her faculty's Academic Counselling office so that an academic counsellor can make a recommendation for academic accommodation to the student's Professor(s).

This procedure means that you do not provide your instructor with any details of your situation. It is your responsibility to speak with a counsellor as soon as possible after an issue arises. Academic accommodation ONLY will be provided if you speak with an Academic Counsellor and provide them with documentation of your issue, and if the issue is brought to their attention in a timely fashion.

Academic Counselling **for the Faculty of Social Sciences** is located at SSC 2105

Telephone: 519 661-2011

Recorded information: 519 661-2052

Fax: 519 661-3384

Email: [ssaco@uwo.ca](mailto:ssaco@uwo.ca)

### **Medical Illness**

Please be aware that the policies regarding medical documentation have changed. The following is an excerpt from the Policy on Accommodation for Medical Illness.

#### **Undergraduate Students (S.08-113).**

##### **Documentation from Family Physicians and Walk-In Clinics**

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:  
<https://studentservices.uwo.ca/secure/index.cfm>.

Hard copies are available from Academic Counselling in the Faculties.

##### **Documentation from Student Health Services**

Students obtaining documentation from Student Health Services should sign a "release of information." This form authorizes Student Health Services to provide information to the student's home Faculty. Release of information forms are available from, and can be arranged through, the student's home Faculty Academic Counselling service.

##### **Documentation from Hospital Urgent Care Centres or Emergency Departments**

Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that his/her ability to meet his/her academic responsibilities was seriously affected.

##### **Learning Objectives**

By the end of the course, students should be able to identify the key components of critical race theory. Students should also be able to formulate critical assessments of political and legal issues using this mode of analysis.

### **Evaluation**

Seminar Assignment 20%

Participation 20%

Critical Literature Reviews 30%

Essay Proposal 5% (Due March 15)

Research Essay 25% (Due April 5)

### **Seminar Assignment**

Commencing in week 3 of the course, each student will be responsible for leading the seminar. A sign-up sheet is posted on my office door.

There are two components to this assignment. 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.

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.

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.

### **Participation**

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 discussion, will be **assigned a grade of zero** for the week. **Students who do not attend at least 9 seminars between weeks 2-12 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.

## Participation Grading Guide

Grade		Discussion	Reading
85-100	Always	Excellent: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
75-84	Almost always	Very Good: thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
65-74	Frequent	Good: has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
50-64	Occasional	Somewhat Poor: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-49	Rare	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

### Critical Literature Review

Undergraduate students will submit either 2 or 3 critical literature reviews of the weekly readings at two (or three) different seminars. Where an undergraduate student chooses to submit 3 critical analyses, only the two highest marks received will count towards his or her grade. Graduate students will write 3 critical literature reviews of the weekly readings at three different seminars.

Students may choose the seminars in which to submit their critical literature reviews, subject to two conditions. First, *students must hand in at least one critical literature review during weeks 2*

*through 8 of the course. Second, students must submit a critical literature review for the week in which they are scheduled to lead the seminar.*

Students who fail to submit their first assignment by week 8 will be assigned a grade of zero, and that grade will be included in the student's grade calculation for the critical literature review course component. Students may still complete 2 additional CLR assignments, but the grade of zero assigned to CLR 1 will be averaged with the grades received on any other CLRs that the student completes.

Each critical literature review 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. 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.

**This is not an argumentative essay in which students marshal evidence from the readings in order to advance a thesis or enter a policy debate.** Instead, students are asked to compare, contrast, and critically assess *how* different scholars study a common question. In this respect, students should think of the assignment as a comparative *critical* literature review. Students should focus on the *relationship* between the readings by comparing and contrasting how the authors study, approach, and answer *a common question*. Accordingly, the nature of the critique that students provide should be *comparative*. The idea is to use one reading to find weaknesses or strengths in others. It is the *interplay between the readings* and how they stand *in relation to each other* that is the focus of the assignment. What are the ramifications of one author's work for another author's work? Does one author build upon the work of another? Would one author's work benefit from the insights of another's work? Does one reading reveal a fundamental flaw in another? Can we piece together a more complete answer to the question identified by combining the answers of several authors? These are the kinds of questions that students should be thinking about when fashioning their critiques.

### **Research Essay and Proposal**

Undergraduate students will write a 3000 word research paper to be submitted at the beginning of the last seminar of the term. Graduate students will write a 4000 word paper with the same

due date. 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 in **week 10** 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). Essays must include footnotes, endnotes, or parenthetical citation and a bibliography organized according to the Chicago style. As a general guide, undergraduate papers should include a bibliography with *no fewer than* 8 academic sources. Graduate students' papers should include a bibliography with *no fewer than* 10 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.

## Seminar Schedule

### **Week 1. January 11** **Introduction**

### **Week 2. January 18** **Race and the Academy: Why Study Race?**

\*Wallis, Maria, and Augie Fleras. "Introduction." In *The Politics of Race in Canada: Readings in Historical Perspectives, Contemporary Realities, and Future Possibilities*, ed. Maria Wallis and Augie Fleras, x-xxiv. Don Mills, Ontario: Oxford University Press, 2009.

\*Schick, Carol. "Keeping the Ivory Tower White: Discourses of Racial Domination." In *Race, Space, and the Law: Unmapping a White Settler Society*, ed. Sherene H. Razack, 99-119. Toronto: Between the Lines, 2002.

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

### **Week 3. January 25**

#### **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. February 1**

#### **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).

Widdowson, Frances, and Albert Howard. "Justifying the Indefensible? 'Chosenness', Difference and Political Conflict." Paper delivered at the Annual Meeting of the Canadian Political Science Association, Montreal, Quebec, 1-3 June 2010.

**\*link available in course web site.**

### **Week 5. February 8**

#### **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 15**

### **Race and Elections: The Election of Barack Omama**

\*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 22**

### **No Class (Reading Week)**

## **Week 8. March 1 (\*\*LAST CHANCE TO SUBMIT CA 1\*\*)**

### **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 8**

#### **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)**

*Kassel v. Louie* (2000), R.F.L. (5<sup>th</sup>) 144 (B.C.S.C.).

**\*link available in course web site.**

### **Week 10. March 15 (\*\*ESSAY PROPOSAL DUE\*\*)**

#### **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)**

\*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.

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

**Week 11. March 22**  
**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 12. March 29**  
**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.

Banting, Keith. "Canada as Counter-Narrative: Multiculturalism, Recognition and Redistribution." Paper delivered at the Annual Meeting of the Canadian Political Science Association, London, Ontario, 2 June 2005.

**\*link available in course web site.**

**Week 13. April 5 (\*\*RESEARCH ESSAY DUE\*\*)**