

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**)

Add attachments

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**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"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/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

http://counselling.ssc.uwo.ca/procedures/having_problems/index.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be 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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. http://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.