I. COURSE DESCRIPTION AND OBJECTIVES:

*Global Critical Race Theory* explores conceptions of race, racialization and anti-racism from various perspectives in political and social theory, recognizing that such knowledge and understanding are important for making sense of the ambiguities and complexities of political life in modern settler colonial states. Although power and privilege in the polis long have been shaped by ideas about race and its intersections with, for example, gender, class, sexuality, and disabilities – the discipline of political science has not always been in the forefront of theoretical efforts to make sense of this fundamental aspect of the human condition. It is in this context that *Critical Race Theory* (CRT) emerged as an important body of scholarship first in law and later across the social sciences and humanities. Rather than one perspective or approach, CRT is a constellation of theoretical standpoints that self-consciously views the ‘race question’ and questions about race and intersectionality through a *critical* lens, posing new questions on the persistence if not magnification of race and the ‘colour line’ in the twenty-first century and an ostensibly post-racial and colour-blind era. This course guides students through anti-racism, intersectionality, settler colonial and the implications for a decolonial politics.

II. COURSE FORMAT

This Critical Race Theory course is designed as an intensive participatory seminar, where it is expected that we will learn from the collective reflections on the reading, in-class workshops, engagement with contemporary media, and critical insights and experiences of all participants. This format requires that students come to each seminar having read the required materials; that they actively participate in class conversations; that they respect each other’s knowledge and experience as well as listen to-hear and learn from their peers. Student success in the class will be based on regular class attendance, completion of weekly required readings and seminar participation, seminar presentations, and responses to guest speakers and any multimedia materials used in the seminar.

III. COURSE AIMS AND OBJECTIVES

Students who successfully complete this course will deepen their knowledge and understanding of the subject matter, as well as develop critical thinking, reading, research, writing, communication and presentation skills. Specifically, a student will achieve the following learning objectives:
• Understand the study of race, racisms, and anti-racism within political science;
• Assess the implications of imperialism, colonialism, and slavery for how we think about race;
• Describe and explain intersectionality, and the relationship between race-class-genders;
• Understand the processes, outcomes and implications of race making;
• Review how notions of race have been shaped by the state and society;
• Study the emergence and main elements of critical race/race critical political theories;
• Identify as well as compare and contrast the contributions of key scholars;
• Explore notions of ‘race neutral’, ‘colour-blind’ and ‘post-racial’;
• Enhance a student’s ability to digest complex and nuance arguments and effectively articulate them orally and in writing;
• Enhance critical thinking through in-class writing exercises;
• Develop an informed perspective on the subject matter covered in the course.

IV. REQUIRED & RECOMMENDED COURSE MATERIALS

DIGITAL COURSE MATERIALS

HYPERLINKS TO E-READING FILE
Hyperlinks to your required readings – which will take you directly to a pdf copy of required articles available through the University of Alberta’s library system e-journal collections – are included in the e-Reading File below. As well, all course materials and updates are available via the Pols 444-544 e-class.

V. REQUIREMENTS & EVALUATION

<table>
<thead>
<tr>
<th>Assignments (details below)</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oral presentation and 5-page critical analysis of readings</td>
<td>25%</td>
<td>Variable. The 5-7 pages written analysis of the</td>
</tr>
<tr>
<td>30 minutes)</td>
<td></td>
<td>readings due Friday after presentation</td>
</tr>
<tr>
<td>2. Weekly: 1 single-spaced page digest of readings and 1-3</td>
<td>30%</td>
<td>11 January-12 April 2018</td>
</tr>
<tr>
<td>questions for class discussion</td>
<td></td>
<td>11 in total</td>
</tr>
<tr>
<td>3. Active engaged seminar participation</td>
<td>15%</td>
<td>Weekly questions and active discussion of readings.</td>
</tr>
<tr>
<td>4. Group Anti-Racism Assignment and Presentation</td>
<td>30%</td>
<td>Due 12 April 2018 (hand-in and presented last day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of class)</td>
</tr>
</tbody>
</table>

Attendance, Absences, and Missed Grade Components: Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.
(A) Oral Presentation and Analysis of Presentation Readings – total 25%
Students are expected to write a 5-7-page maximum critical analysis of the readings. Each analysis must be able to identify and assess: (i) thesis of required articles; (ii) primary and secondary arguments; (iii) strengths and weaknesses of the articles; and (iv) the best or most compelling insights from the readings. Students are expected to take an informed position in the essay. Whether it is well-thought through, original, innovative and creative will depend on the work you put into it. The following are some basic expectations: (i) your thesis perspective or the question you will answer in the essay; (ii) why you think the question is important; (iii) summary of the issues, arguments, events, film or writings you are thinking through in the essay; (iv) quality of your arguments and the evidence marshalled in support of them; and (v) standard citation and Bibliography (in APA or Chicago Style format). These analyses are due the day after (Friday) the oral presentation.

The oral presentations constitute a separate component of the evaluation. It should be organized as a formal presentation and not simply a reading of the written synopsis. Students should introduce the thesis of each required reading (and any supplemental or other readings they draw upon); the main issues and arguments covered in the readings; the authors’ conclusions; and overview of the main strengths and weaknesses; and, finally, thoughtful questions for seminar discussion. Students will be judged on: (i) the quality and clarity of the presentation; (ii) the substance of the presentation; (iii) organization and presentation of the arguments; and (iv) the quality of responses to questions arising from the seminar.

(B) Seminar Participation: 15% (11 January-12 April inclusive)
A significant percentage of your grade is based on in-class/seminar participation. You will be evaluated on the quality of your contribution and the extent to which it reflects the required readings and/or videos. After each student presentation the instructor will ask each student to pose at least one question of the presenter. You should identify questions (be prepared to identify the author, section(s) of article and page) as you read the articles and prepare for class.

(C) Final Group Writing Assignment - 30% (due 12 April)
Undergraduate and Graduate Students’ Anti-Racism Research Assignment: This assignment allows groups of about four students to delve deeper into the international and comparative study of race politics and the politics of race. The undergraduate research paper should be no more than 15-pages, plus the Bibliography. The graduate requirement includes an additional 10-page CRT Annotated Bibliography (text only and/or text an online resource (e.g. Wordpress site with hyperlinks).)

Graduate Students’ CRT Annotated Bibliography: The Critical Race Theory (CRT) Annotated Bibliography should be related to your specified area of research interest, chosen from the second part of the course. The focus is on depth and quality of research. The Annotated Bibliography should include at least 15 scholarly sources (example, journal articles, book chapters, and Canadian government or UN documents). It may include up to five multimedia sources (e.g. Internet sites, films or videos, albums or CDs). The Bibliography should include a 1-2 pages Introduction and Overview: (i) What is your research question that informs the review of the literature for the research paper? (ii) What are the databases (e.g. Academic Search Primer, JSTOR, and Project Muse) or search engines (e.g. Google Search, Yahoo Search, Live Search, Ask Search) that you used and were best for your project? (iii) Do you provide a succinct summary of all the literature you reviewed and either included or rejected as not relevant? (iv) Can you identify the major themes of the literature and which articles, book chapter, documents, etc. fit within specific themes? (v) What are the strengths and weaknesses of your final Annotated
Bibliography? (vi) Does your Bibliography include all of the sources reviewed, in a standard citation format (e.g. APA or Chicago Manual style)?

VI. GRADING
Marks for assignments and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

<table>
<thead>
<tr>
<th>Graduate Description</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Point (4.0 scale)</th>
<th>Undergraduate Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>A+</td>
<td>97-100</td>
<td>4.0</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>92-95</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>Excellent</td>
<td>A-</td>
<td>88-91</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>Very Good</td>
<td>B+</td>
<td>84-87</td>
<td>3.3</td>
<td>Very Good</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
<td>79-83</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>B-</td>
<td>74-78</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>Minimally Satisfactory</td>
<td>C+</td>
<td>69-73</td>
<td>2.3</td>
<td>Fully Satisfactory</td>
</tr>
<tr>
<td>Fail</td>
<td>C</td>
<td>63-68</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Fail</td>
<td>C-</td>
<td>59-62</td>
<td>1.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Fail</td>
<td>D+</td>
<td>54-58</td>
<td>1.3</td>
<td>Poor</td>
</tr>
<tr>
<td>Fail</td>
<td>D</td>
<td>50-53</td>
<td>1.0</td>
<td>Minimal Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>0-49</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

VII. ACCESS TO PAST or REPRESENTATIVE EVALUATION MATERIAL
This course syllabus for Political Science 359 includes all the required assignments and due dates. The course instructor will distribute all criteria associated with such assignments in advance of the due date.

VIII. LATE PENALTIES, PLAGIARISM & ACADEMIC INTEGRITY

Late assignments: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not explain this lack of communication, then you should be prepared to be penalized by 0.5 percent per day.

Plagiarism & Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Students should also be
aware that when an instructor is convinced that a student has submitted work that he or she could not have produced without assistance, or otherwise violated the Code of Student Behaviour, that course professor is obliged to formally report the case.

- **Code of Student Behaviour:**


**Academic Honesty:** All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor.

**Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

**IX. SUPPORTIVE LEARNING AND WORKING ENVIRONMENT**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Student Ombuds Office: [http://www.ombudservice.ualberta.ca/](http://www.ombudservice.ualberta.ca/). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at [https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110](https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110).

**X. RECORDING OF LECTURES:**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**XI. STUDENT ACCESSIBILITY SERVICES & SPECIALIZED SUPPORT:**

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be
made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.uofaweb.ualberta.ca/SSDS/. This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a “Letter of Introduction” and, if necessary, an “Exam Instruction & Authorization” form. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB http://www.ssds.ualberta.ca/).

XII. SUPPORTS FOR STUDENT ACADEMIC SUCCESS

Students desiring assistance with academic writing skills or effective study and exam strategies can access these services via the Student Success Centre and the Centre for Writers:
  • Student Success Centre: http://www.studentsuccess.ualberta.ca
  • Centre for Writers: http://www.c4w.arts.ualberta.ca

XIII. STUDENT SUPPORT SERVICES

Students in need of support as a result of concerns related to stress, personal safety, health concerns, sexual assault, or other personal or financial concerns are encouraged to contact campus and community services that have been established to listen, offer support, supply information and provide services:
  • Distress Line: (780)-482-4357
  • Counseling Services: http://www.mentalhealth.ualberta.ca
  • Sexual Assault Centre: http://www.sac.ualberta.ca
  • Peer Support Service: http://www.su.ualberta.ca/services/psc/
  • Links to Various Community Support Services: http://www.su.ualberta.ca/services/psc/resources/
  • Bursaries & Emergency Funding: http://www.ubef.ualberta.ca
A Mostly Paperless Course

Whenever possible, we will try to reduce the volume of paper in this class. All the required materials for the course are available for ‘fair use’ by students enrolled in Political Science 444-544-B2. Simply click on the hyperlinks for the required reading. The links will take you directly to the University of Alberta’s library system and the required article. You can then save the article to your computer, Playbook, iPad or other mobile device.

Your 2018 Reading File

This Reading File includes the required course readings organized by week, as well as supplemental and recommended readings that you may draw upon as needed. If you do not have a strong background in a particular area it is highly recommended that you engage in additional readings.

There are 13 full sessions, each for 3-hours duration, every Thursday, from 12:30 m.-3:20 pm. Students will need to be disciplined in their preparations. The course will require you to work hard, but will be worth it. The readings will challenge you to think critically, and outside the box. It is essential that you attend seminars regularly and actively participate in class discussions.

SEMINAR FOCUS QUESTIONS

Preparing for class – Are you prepared to do the following?:
(It is recommended that you write down your responses to this so you are prepared to respond, should you be called upon. You are discouraged from trying to ‘wing it’ in the seminar.)

1. Provide a succinct overview of each article to the seminar.
2. Identify and explain the main thesis or research question for each reading.
3. Discuss the arguments advanced by the author(s) in the article.
4. Identify, define and explain the key concepts covered in the readings.
5. What is the best argument made by the author(s) in this article?
6. What is the least compelling argument made by the author(s) in the article?
Recommended eBooks (available online and via University of Alberta Libraries):


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11 January</td>
<td>Introduction and course mechanics</td>
</tr>
<tr>
<td>2</td>
<td>18 January</td>
<td>The Race Concept</td>
</tr>
<tr>
<td>3</td>
<td>25 January</td>
<td>Race, Indigeneity and Political Science</td>
</tr>
<tr>
<td>4</td>
<td>1 February</td>
<td>Critical Race Theory &amp; Tribal Crit Lit</td>
</tr>
<tr>
<td>5</td>
<td>8 February</td>
<td>The UN and Anti-Racism</td>
</tr>
<tr>
<td>6</td>
<td>15 February</td>
<td>Race-Making and the Modern State</td>
</tr>
<tr>
<td>7</td>
<td>22 February</td>
<td>Reading Week (19-23 Feb)</td>
</tr>
<tr>
<td>8</td>
<td>1 March</td>
<td>Whiteness as Property</td>
</tr>
<tr>
<td>9</td>
<td>8 March</td>
<td>Anti-Racism: “What, you’re calling me a racist?”</td>
</tr>
<tr>
<td>10</td>
<td>15 March</td>
<td>Racism, Anti-Racism and Social Media</td>
</tr>
<tr>
<td>11</td>
<td>22 March</td>
<td>Settler Colonialism &amp; Decolonizing Racism</td>
</tr>
<tr>
<td>12</td>
<td>29 March</td>
<td>Unsettling Settler Colonialism</td>
</tr>
<tr>
<td>13</td>
<td>5 April</td>
<td>Group Research Focus</td>
</tr>
<tr>
<td>14</td>
<td>12 April</td>
<td>Anti-Racism Symposium</td>
</tr>
</tbody>
</table>
JANUARY 2018

WEEK 1 – 11 JANUARY  INTRODUCTION

- Introductions, Syllabus, Course Mechanics

WEEK 2 – 18 JANUARY – THE RACE CONCEPT

Required Viewing (Watch at home):

Required Readings

Supplemental Readings
- George Shire, “Race in neo-liberal times: George Shire looks at the ways in which processes of racialisation have been reworked in the neoliberal era.” Soundings, 38 (2018): 70-81.
- David Theo Goldberg. “Call and response” (Extended response to reviews of Threat of Race), Patterns of Prejudice, 44, 1 (2010): 89-106

WEEK 3 – 25 JANUARY – RACE, INDIGENEITY, AND POLITICAL SCIENCE

Required Readings


Supplemental Readings


FEBRUARY 2018

WEEK 4 – 1 FEBRUARY – CRITICAL RACE THEORY AND TRIBAL CRITLIT

Required Readings


Supplemental Readings


WEEK 5 – 8 FEBRUARY – THE UNITED NATIONS AND ANTI-RACISM

Required Readings


Supplemental Readings

WEEK 6 – 15 FEBRUARY – RACE-MAKING AND THE MODERN STATE

Required Readings


Supplemental Readings


Week 7 – READING WEEK (19-23 February 2018)

MARCH 2018

WEEK 8 – 1 MARCH – WHITENESS AS PROPERTY

Required Readings


Supplemental Readings


WEEK 9 – 8 MARCH – ‘YOU’RE CALLING ME A RACIST?’: REGULATING ANTI-RACISM

Required Readings

• Fiona Nicoll. “‘Are you calling me a racist?’: Teaching critical whiteness theory in indigenous sovereignty,” borderlands, 3, 2 (2004), 1-7.


**Supplemental Readings**


**WEEK 10 – 15 MARCH – CYBER-RACISM – TRACKING AND COMBATTING RACISM ON SOCIAL MEDIA**

**Required Readings**


**Supplemental Readings**

• Gaven Titley and Alana Lentin, “Racism is still very much with us. So why don’t we recognize it?” Guardian (July 13, 2012).
• Mark Prigg. “Just how racist is Twitter? Study finds 10,000 slurs a DAY posted on social network,” Mail Online (February 19, 2014).
• “Social Media Racism,” Huffington Post.
• Map, “Geography of Hate: Geotagged Hateful Speech in the United States” on Twitter (racism, homophobia, ableism).
• Irfan Chaudhry. “The Twitter Racism Project” (Faculty of Arts, U of Alberta).

UNIT 11 – 22 MARCH –SETTLER COLONIALISM AND DECOLONIZING RACISM

Required Readings

Supplemental Readings

UNIT 12 – 29 MARCH UNSETTLINGLY SETTLER COLONIALISM

Required Readings

Supplemental Readings

APRIL 2018

Unit 13 – 5 April ANTI-RACISM GROUP RESEARCH (SMALL GROUP MEETINGS)

Unit 14 - 12 April CRITICAL RACE SYMPOSIUM

The End