

The University of Western Ontario
Women's Studies and Feminist Research
9458B – Readings in Critical Race and Feminist Studies

Time/Place: Wednesdays 10:30 am – 1:30 pm; Weldon Library, Room 259.

Instructor: Erica Lawson – (519) 661-2111 ext. 86941; Lawson Hall, Room 3234;
elawso3@uwo.ca

Office hours: Mondays 11 am – noon; Fridays 10:30 – 11:30 am; or by appointment

Course Description

This interdisciplinary graduate seminar examines the relationship between race and feminism as these are deployed both within structures of power and as forms of resistance. Specifically, the course addresses historical and contemporary theoretical perspectives on race and feminism as these pertain to how we know and claim our identities, exercise agency, and tackle social injustice. Towards these goals, the course is focused on **1)** how we produce racial and feminist knowledge, **2)** How these knowledges are debated and contested; and **3)** how we apply anti-racist, anti-oppression, and feminist praxis to advance a social justice agenda. We will address these questions in scholarship such as law, representation, sexuality, disability, imperialist projects, and the “war on terror” as we examine the possibilities for stronger feminist and anti-racist collaborations. This is a discussion-based seminar; therefore, your preparedness and participation are central to its success. It’s important to note that many of our readings and visuals will depict different types of violence and trauma (e.g. racial, sexual, colonial) that sustain systems of marginalization. Although we will have an official 15-minute break, I invite students to take short breaks as needed for self-care during our seminars. From time to time, I will show documentaries or interviews related to a topic; I encourage you to let me know if there are films, documentaries, etc., that are suitable for any of the topics listed here.

Course Objectives

By the end of the course, students will be able to:

- Communicate the multiple ways that race and racism intersect with feminist theory and practice.
- Compare different theories about the meanings of race/racism.
- Identify and compare multiple theoretical perspectives and opposing views concerning race, racism within feminism, race privilege, and related topics.
- Develop a deeper understanding about how to apply a critical anti-racist and feminist lens to everyday social ideas and practices.

Learning Objectives

Students will develop their written, presentation, and research skills in these ways:

- By participating weekly in in-class discussions, students will become stronger and more confident speakers.
- By organizing and delivering concise and thoughtful presentations based on readings
- Through the longer written assignments, students will sharpen their skills of exposition, thesis development and defense, critical writing, and consideration of multiple perspectives.

- By developing the confidence to make clear arguments and ask informed questions
- By sharpening research skills.

Evaluation

Readings and class discussions

Students are required to conduct a close and critical reading of the articles before coming to class and must be prepared to participate in discussions. This means being prepared to ask relevant questions and make informed comments based on the readings.

1. Presentation and short paper - 20% (presentation: 15%; summary, 5%; 6 written pages including questions). Each student is expected to lead a thoughtful and critical presentation/discussion (not a review) of a selected article for 15 minutes. **Guidelines:** The objectives of the discussion are to **a)** address the article's conceptual framework and underlying assumptions; **b)** articulate a grasp of its core arguments and how they are developed, and **c)** pose two discussion questions with which to engage the class for approximately 15 minutes. These are to be accomplished by writing a short paper that engages and dialogues with **a** and **b**. Give careful thought to **c**, and frame your questions in ways that will encourage informed thinking and engagement with the topic. Please give me a copy of your paper at the beginning of the class.

2. Two position papers – 30% (15% x 2)

Choose two readings and respond to any part of the author's argument that is of interest to you. Eight double-spaced pages for each paper. **Note:** You cannot write a position paper based on an article that has already been discussed in class.

Due: (position paper #1) February 7th AND (position paper #2) March 7th..

3. Final paper (with an optional 250-word abstract) - 50%; Each student is required to write a final paper, 20 pages, doubled spaced, including references. Use at least two readings from the course but all other sources must be external. If you wish, you may write an abstract to be submitted for the instructor's review and comments – this is an opportunity to work out your ideas.

The essay topic must address one aspect or some combination of an issue pertaining to feminism and race in a historical or contemporary context. **Due (Optional Abstract):** March 16th by 5pm **AND Due (Final paper):** April 13th by 5pm. Please send abstracts as email attachments so that I can respond quickly; all other assignments must be submitted as hard copies and uploaded to turnitin.

(Optional): We have the option of meeting outside of class, for one day, in a conference style setting to present papers for peer and instructor feedback and constructive comments. The purpose of this exercise is to learn from and dialogue with each other constructively in a group setting to strengthen the final papers. Typically, each student presents the first 8-10 pages of the final paper. As a group, we can decide if we want to do this exercise.

@@Please note that a paper written for another course cannot be submitted for this course@@

Here are some of the criteria that I use to assess written work:

- Appropriate grammar and sentence structure
- Clear and precise use of language (i.e. clear definitions of terms)
- Concise articulation of the issue or problem that the paper addresses
- Coherent development of arguments
- Arguments supported by clear evidence
- Close attention to referencing APA Style
- An examination and interpretation of arguments in ways that illuminate hidden assumptions, meanings, contradictions, or inconsistency (in other words, an analytic rather than an overly-descriptive assessment of the topic/issue).

Women's Studies Grading Criteria (see WSFR Handbook for details):

- A+ (90 to 100) – Excellent work
- A (80 and up) - Superior work
- B (70 to 79) Good work, meeting all requirements, and eminently satisfactory
- C (60 and up) – Competent work, meeting requirements
- D (50 to 59) – Fair work, minimally acceptable
- F (49 and down) – Assignment does not apply to course; basic requirements are unmet; plagiarism)

List of Readings: The course readings are available in OWL. Readings marked with asterisks (***) are taken from journal articles; other readings are book chapters.

Ang, Ien. (2001) "I'm a Feminist but..." Other' Women and Postnational Feminism." In Kum-Kum Bhavnani (ed.), *Feminism and Race*, 394-409. New York: Oxford University Press.

Arat-Koc, Sedef. (2010) "New Whiteness(es), Beyond the Colour Line? Assessing the Contradictions and Complexities of "Whiteness" in the (Geo)Political Economy of Capitalist Globalism." In Sherene Razack, Malinda Smith, and Sunera Thobani (eds.), *States of Race: Critical Race Feminism for the 21st Century*, 147-168. Toronto: Between the Lines.

Backhouse, Constance (2001). "Mesalliances' and the Menace to White Women's Virtue: Yee Clun's Opposition to the White Women's Labour Law, Saskatchewan, 1924." *Colour-Coded: A Legal History of Racism in Canada, 1900-1950*. Toronto: University of Toronto Press, Chapter 5, pp. 132-172.

***Chong Ho Shon, Philip. (2012). "Asian Don't Really Do This: On-Scene Offense Characteristics of Asian American School Shooters, 91-07." *Asian Criminology*, 7:251-272.

***Coates, Ta-Nehisa (2017). "The First White President: The Foundation of Donald Trump's Presidency is the Negation of Barack Obama's Legacy." *The Atlantic Magazine*.
<https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisa-coates/537909/>

**Cooper, Brittney. (2015). "Love No Limits: Towards a Black Feminist Future (In Theory)." *The Black Scholar*, 45(4): 7-21.

**Cruz, Katie, and Brown, Wendy. (2016). "Feminism, Law, and Neoliberalism: An Interview and Discussion with Wendy Brown." *Fem Leg Stud*, 24: 69-89.

Fanon, Frantz. (2009). "The Fact of Blackness." In Les Black and John Solomos, eds., 2nd edition, *Theories of Race and Racism*, London and New York: Routledge, 326-335.

Dobkowski, Michael. (2015). "Islamophobia and Anti-Semitism: Shared Prejudice or Singular Social Pathologies." *CrossCurrents*: 65(3): 321-333.

**Farris, Phoebe (2017). "INDIGENOUS WOMEN RISING: Women's March on Washington." *Cultural Survival Quarterly*, 41(1): 1-5.

Goldberg, David T. (2015). *Are We All Postracial Yet?: Debating Race* (e-book available online at Weldon Library). E-book available online at Weldon Library.

**Harris, Cheryl. (1993). "Whiteness as Property." *Harvard Law Review*, 106(8): 1070-1791.

**Howard, Philip S.S. (2017). "On the Back of Blackness: Contemporary Canadian Blackface and the Consumptive Production of Post-Racialist White Canadian Subjects." *Social Identities: Journal for the Study of Race, Nation, and Culture*, (24(1):87-103. (Published online). <http://www.tandfonline.com/eprint/pga4hjRX4j3vAW56C9IN/full>

**Johnson, Violet S. (2016). "When Blackness Stings: African and Afro-Caribbean Immigrants, Race and Racism in Late Twentieth Century America." *Journal of American Ethnic History*, 36(1): 31-62.

**Lawrence, Bonita and Dua, Enakshi (2005). "Decolonizing Anti-Racism." *Social Justice*, 32(4): 120-143.

**McClintock, Ann. (2009). "Paranoid Empire: Specters from Guantanamo and Abu Ghraib." *Small Axe: A Caribbean Journal of Criticism*, 50-74.

**Minda, Gary. (2010). "Lessons from the Financial Meltdown: Global Feminism, Critical Race Theory and the Struggle for Substantive Justice." *Journal of Gender, Social Policy & The Law*, 18(3): 649-683.

Mosse, George L. (2009). "The Jews: Myth and Counter-Myth." In Les Black and John Solomos, eds., 2nd edition, *Theories of Race and Racism*, London and New York: Routledge, 260-270.

Newman, Louise M (1999) "The Making of a Female Citizenry: Suffragism, Antisuffragism, and Race." *White Women's Rights: The Racial Origins of Feminism in the United States*, New York:

Oxford University Press, pp. 56-85.

**Ohl, Jessy J., and Potter, Jennifer E. (2013). "United We Lynch: Post-Racism and the (Re)Membering of Racial Violence in Without Sanctuary: Lynching Photography in America." *Southern Communication Journal*, 78(3): 185-201.

Omi, Michael and Winant, Howard (2015). *Racial Formation in The United States*. New York, NY: Routledge, 3rd. edition, pp. 105-136.

**_____. (2008). "Once More, With Feeling: Reflections on Racial Formation." *PMLA*, 23(5): 1565-1572.

**Ortner, Sherry B. (2014). "Too Soon for Post-Feminism: The Ongoing Life Patriarchy in Neoliberal America." *History and Anthropology*, 25(4): 530-549.

Razack, Sherene (2002). "Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George." In *Race, Space, and the Law: Unmapping a White Settler Society*, S. Razack, ed. Toronto: Between the Lines, 121-156.

**_____. (2016). Sexualized Violence and Colonialism: A Reflection on the Inquiry into Missing and Murdered and Missing Indigenous Women." *CJWL/RFD*, 28(1): i-iv.

_____. (1998). R.D.S v. Her Majesty the Queen: A Case about Home." *Forum Constitutionnel*, 9(3): 59-65. (online)

**Ribet. Beth (2010). "Surfacing Disability Through a Critical Race Theoretical Paradigm." *Geo. J.L. & Mod. Critical Race Persp.* 209-251.

Roediger, David (2007). *The Wages of Whiteness: Race and the Making of the American Working Class*. London: Verso. **Read:** Chapter 1: "On Autobiography and Theory: An Introduction" and Chapter 2: "The Prehistory of the White Worker: Settler Colonialism, Race and Republicanism Before 1800."

**Rose-Redwood, Cindy Ann, and Rose-Redwood, Reuben. (2017). "It definitely felt very white': race, gender, and the performative politics of assembly at the Women's March in Victoria, British Columbia." *Gender, Place and Culture*, 24(5): 645-654.

** Roshanravan, Shireen M. (2010) Passing-as-if: Model-Minority Subjectivity and Women of Color Identification." *Meridians: Feminism, Race, Transnationalism*, 10(1): 1-31.

**Seedat, Fatima. (2013). "Islam, Feminism, and Islamic Feminism: Between Inadequacy and Inevitability." *Journal of Feminist Studies in Religion*, 29(2): 25-45.

**Sharma, Nandita and Wright, Cynthia. (2008/2009). Decolonizing Resistance, Challenging Colonial States." *Social Justice*, 35(3): 120-138.

**Srivastava, Sarita (2005). "Are you Calling Me A Racist? The Moral and Emotional

Regulation of Anti-racism and Feminism.” *Signs: Journal of Women in Culture and Society*, 31(1):29-62.

**Thobani, Sunera (2017). “The Secularity of Empire, the Violence of Critique: Muslims, Race and Sexuality in the Politics of Knowledge-Production.” *Hypatia: A Journal of Feminist Philosophy*, 32(3): 715 – 730.

Weekly Themes & Readings

WK1	January 10	Introduction to course themes, expectations, evaluation. Sign up for presentations.
WK2	January 17	Historical foundations: 1. Newman, “The Making of a White Female Citizenry: Suffragism, Antisuffragism, and Race. 2. Harris, “Whiteness as Property.”
WK3	January 24	Historical Foundations: 1. Backhouse, “Mesalliance and the ‘Menace to White Women’s Virtue: Yee Clun’s Opposition to the White Women’s Labour Law, Saskatchewan, 1924.” 2. Johnson, “When Blackness Stings: African and Afro-Caribbean Immigrants, Race and Racism in Late Twentieth-Century America.” Documentary: Race: The Power of An Illusion (The Story We Tell)
WK4	January 31	(Working) Class and Race: 1. Roediger, “On Autobiography and Theory: An Introduction” and “The Prehistory of the White Worker: Settler Colonialism, Race, and Republicanism.” 2. “Whitewashing the Working Class.” 3. Coates, “The First White President: The Foundation of Donald Trump’s Presidency is the Negation of Barack Obama’s Legacy.” Documentary: Race – The Power of an Illusion (The House We Live In)
WK5	February 7	Critical Race/Feminist Theory: 1. Omi and Winant, “Racial Formation in the United States.” 2. Ribet. “Surfacing Disability Through a Critical Race Theoretical Paradigm.” 3. Minda, “Lessons from the Financial Meltdown: Global Feminism, Critical Race Theory and the Struggle for Substantive Justice.” 4. Guest Lecture: Tyler Totten, PhD Candidate, Department of Law, Carleton University (Title of Article TBA).
WK6	February 14	Postracialism/Postfeminism 1. Goldberg, “Are we Postracial Yet?: Debates in Race.” 2. Ortner, “Too Soon for Post-Feminism: The Ongoing Life of Patriarchy in Neoliberal America.”
WK7	February 28	Racialized/Gendered Violence: 1. Razack, “Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George” 2. **Razack, “Sexualized Violence and Colonialism: A Reflection on the Inquiry into Missing and Murdered Indigenous Women.” 3. **McClintock, “Paranoid Empire: Specters from Guantanamo and Abu Ghraib.”
WK8	March 7	Identity: 1. **Roshanravan, “Passing-as-if: Model-Minority Subjectivity and Women of Color Identification.” 2. Mosse, “The Jews: Myth and Counter-Myth.” 3. ** Chong Ho Shon, “Asian Really

		Don't Do This: On-Scene Offense Characteristics of Asian American Shooters, 91-07." 3. Fanon, "The Fact of Blackness" 4. Dobkowski, "Islamophobia and Anti-Semitism: Shared Prejudice or Singular Social Pathologies."
WK9	March 14	Belonging: 1. Razack, "R.D.S v. Her Majesty the Queen: A Case about Home." 2. Ang, I'm a Feminist but..." Other' Women and Postnational Feminism." 3. Howard, "On the Back of Blackness: Contemporary Canadian Blackface and the Consumptive Production of Post-Racialist White Canadian Subjects."
WK10	March 21	Knowledge Production/Representation: 1. Ohl and Potter, "United we Lynch: Post-Racism and the (Re)membering of Racial Violence in <i>Without Sanctuary: Lynching Photography in America</i> ." 2. Thobani, "The Secularity of Empire, the Violence of Critique: Muslims, Race and Sexuality in the Politics of Knowledge-Production." 3. Seedat, "Islam, Feminism, and Islamic Feminism: Between Inadequacy and Inevitability."
WK11	March 28	Anti-Racist/Feminist Coalition Politics: 1. **Srivastava, "Are you Calling Me A Racist? The Moral and Emotional Regulation of Anti-racism and Feminism." 2. ** Lawrence and Dua, "Decolonizing Anti-racism." 3. Sharma and Wright, "Decolonizing Resistance, Challenging Colonial States."
WK12	April 4	Emerging Perspectives: 1. Arat-koc, "New Whiteness(es), Beyond the Colour Line? Assessing the Contradictions and Complexities of "Whiteness" in the (Geo)Political Economy of Capitalist Globalism." 2. Omi and Winant, "Once More with Feeling: Reflections on Racial Formation. 3. Rose-Redwood & Rose-Redwood, "It definitely felt very white': race, gender, and the performative politics of assembly at the Women's March in Victoria, British Columbia."
WK13	April 11	Continuing Conversations... 1. Cruz and Brown, "Feminism, Law and Neoliberalism: An Interview and Discussion with Wendy Brown." 2. Cooper, "Love No Limit: Towards a Black Feminist Future." 3. Farriss, "INDIGENOUS WOMEN RISING: Women's March on Washington."

COURSE POLICIES

Submitting Assignments: Please hand in hard copies of all written assignments in WS 9458A; you are also required to submit electronic copies of all written assignments to Turnitin.com through the course Owl Sakai links. Here's the statement on use of Turnitin from the University:

"All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under licence to the University for the detection of plagiarism. All papers submitted 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 licencing agreement currently between the University and Turnitin.com (<http://www.turnitin.com>"); (<http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf>)

Deadlines are registered as the date/time these assignments are due to Turnitin, and late penalties are assessed based on the submission time to the turnitin site – so please don't forget to load your paper to Turnitin on time! Again, I also need hard copies to mark, so assignments not handed in during class must be deposited in the WS essay drop box, located outside the WSFR Main Office doors, Lawson Hall 3260.

Essays not submitted to Turnitin will receive grades converted to 0.

You cannot submit assignments in WS 9458A submitted or prepared for another course, at Western or elsewhere, unless you have explicit permission in writing in advance from both professors to do so.

Late & Missed Assignments:

Regarding the University's medical policy, UWO Senate requires that "Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. For UWO Policy on Accommodation for Medical Illness see:

<http://www.westerncalendar.uwo.ca/2011/pg117.html> and

<https://studentservices.uwo.ca/secure/index.cfm>."

(See also http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

and the Student Medical Certificate (SMC) at

<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>)

Please note that where medical/compassionate accommodation does not apply, we will deduct the standard penalty of 2% per day for work submitted late, unless you have made arrangements with your instructor *in person* prior to the deadline.

Attendance in classes:

As UWO Senate requires, "Students whose absences from classes and/or tutorials are deemed excessive by the instructor can be debarred from writing the final exam in the course, according to the procedures established under "Examinations/Attendance" in the 2009 *Western Academic Calendar*

(<http://www.westerncalendar.uwo.ca/operations/prooing/academiccalendar2011.pdf>)."

Support Services:

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwoom/mentalhealth/> for a complete list of options about how to obtain help.

Scholastic 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.westerncalendar.uwo.ca/2009/pg113.html>."

And re: Plagiarism, especially:

"Students must write their essays and assignments in their own words. Whenever students take an idea or 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 offense (see the 'Scholastic Offense Policy' in the Western Academic Calendar). Plagiarism checking: The

University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.”

--- U.W.O. Senate statement on plagiarism.

Owl Sakai:

Use of Owl Sakai is necessary for successful completion of this course. This includes accessing readings as required in the course outline, downloading instructions and guidelines for assignments, receiving course announcements and submitting assignments to Turnitin.com.

Contact Info:

My email address is: elawso3@uwo.ca. Please note that I often receive an overwhelming volume of email daily and so may require a few days to respond. Please use your UWO email accounts (rather than hotmail or others), with “WS 9851” in the subject header. I am likely not able to answer substantive requests electronically.

You may also contact me by phone as indicated on page 1 of the syllabus. The WSFR department’s phone number is 519-661-3759.