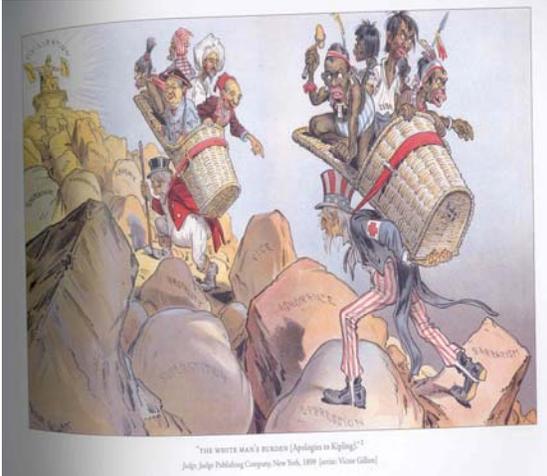


Race  
POL 492 Winter 2011  
Time: M 10-12PM  
Instructor: Professor Courtney Jung



*White Man's Burden*  
Rudyard Kipling, 1899  
McClure's Magazine

Take up the White Man's burden--  
Send forth the best ye breed--  
Go, bind your sons to exile  
To serve your captives' need;  
To wait, in heavy harness,  
On fluttered folk and wild--  
Your new-caught sullen peoples,  
Half devil and half child.

Take up the White Man's burden--  
In patience to abide,  
To veil the threat of terror  
And check the show of pride;  
By open speech and simple,  
An hundred times made plain,  
To seek another's profit  
And work another's gain.

Take up the White Man's burden--  
The savage wars of peace--  
Fill full the mouth of Famine,  
And bid the sickness cease;  
And when your goal is nearest  
(The end for others sought)  
Watch sloth and heathen folly  
Bring all your hope to nought.

Take up the White Man's burden--  
No iron rule of kings,  
But toil of serf and sweeper--  
The tale of common things.  
The ports ye shall not enter,  
The roads ye shall not tread,  
Go, make them with your living  
And mark them with your dead.

Take up the White Man's burden,  
And reap his old reward--  
The blame of those ye better  
The hate of those ye guard--  
The cry of hosts ye humour  
(Ah, slowly!) toward the light!--  
"Why brought ye us from bondage,  
Our loved Egyptian night?"

Take up the White Man's burden--  
Ye dare not stoop to less--  
Nor call too loud on Freedom  
To cloak your weariness.  
By all ye will or whisper,  
By all ye leave or do,  
The silent sullen peoples  
Shall weigh your God and you.

Take up the White Man's burden!  
Have done with childish days--  
The lightly-proffered laurel,  
The easy ungrudged praise:  
Comes now, to search your manhood  
Through all the thankless years,  
Cold, edged with dear-bought wisdom,  
The judgment of your peers.

Although this is an upper level seminar, this course is an introduction to the history, politics, economics, and psychology of race and racism. It covers a very broad range, striving for breadth rather than depth in any particular area. The course treats race not only as a potential marker of identity but primarily as a boundary of difference and a strategy of power. The course takes for granted that race is constructed, but tries to examine what that means, for what purpose it is constructed, and the forms race can take. The persistence and universalism of race is attributable in part to its flexibility – it is the very fact that race lacks substance and definition that offers a partial explanation of its staying power.

This course is unfortunately too brief to deal with the issue of race all over the world. Therefore I have tried to focus particular attention on race in Canada. In addition to the reading assigned over the course of the semester, you are required to read a novel: The Book of Negroes by Lawrence Hill. You will be required to hand in a brief (2-page) synopsis and analysis of the book in class on the Monday after spring break. If you would like to read a different novel or book for this requirement, please speak to me about it.

Course requirements:

1) **Four 1-2-page reading response papers**, due at noon on the Friday before the reading will be discussed in class. Late papers, handed in after the class that covered that reading, will not be accepted. Two of these papers must be handed in before winter break. Format: these short papers should critically engage the reading. Summarize each reading in one paragraph or so, and then analyze or critique the reading. The response should not take the form of a series of interesting questions, or of “thoughts” or “ideas” you had when you were doing the reading. The response must show evidence that you completed all of the readings for the class. It may not focus exclusively on one reading or one small aspect of one reading. Each of these papers will be worth 10% of the grade.

2) **One 2-page synopsis and analysis** of The Book of Negroes. This paper will be worth an additional 10% of the grade.

3) **One final 20-page paper**, due one week after the end of class, or sooner if you are graduating. This paper may be on almost any topic related to race – it may be a research paper, a theoretical paper, or a literature review. Students are **REQUIRED** to meet with me during the semester to discuss their paper topic. Papers that have not been discussed with and approved by the instructor will not be accepted. This paper will be worth 40% of the grade.

4) **Attendance and participation** in this course is mandatory. If a student misses more than one class without medical documentation, s/he will be asked to withdraw from the course. This is a seminar class. Students must complete all the reading, and come to class prepared to engage in discussion. In-class participation will be worth 10% of the grade.

**The following books are for sale at the University of Toronto Bookstore:**

Thomas McCarthy, Race, Empire and the Idea of Human Development (Cambridge University Press, 2009)

Frantz Fanon, The Wretched of the Earth (Grove Press, 2004)

Kimberlé Crenshaw et al. Critical Race Theory: The Key Writings that Formed the Movement (New York: New Press, 1995)

### **Week 1: Introduction, no reading**

### **Week 2: The Origins of Race**

Charles Hirschman, The Origins and Demise of the Concept of Race, *Population and Development Review* Vol. 30, No. 3 (Sep., 2004), pp. 385-415 online at <http://www.jstor.org/stable/3401408>

John P. Jackson Jr. and Nadine M. Weidman, “The Origins of Scientific Racism,” The Journal of Blacks in Higher Education, Winter 2005/06 **online through JSTOR**

### **Week 3: Liberalism and the Construction of Race**

Thomas McCarthy, chapters 2 and 6, in Race, Empire and the Idea of Human Development

Uday Singh Mehta, “Strategies: Liberal Conventions and Imperial Exclusions,” chapter 2 of Liberalism and Empire (pdf file on Blackboard)

### **Week 4: Race and Colonialism**

Alana Lajoie O’Malley, Canada’s Colonialism online at <http://www.themarknews.com/articles/842-canadas-colonialism>

Cole Harris, “How Did Colonialism Dispossess? Comments from an Edge of Empire” *Annals of the Association of American Geographers* Vol. 94, No. 1 (Mar., 2004), pp. 165-182 online through JSTOR

Enakshi Dua, “Beyond Diversity: Exploring the Ways in Which the Discourse of Race has Shaped the Institution of the Nuclear Family,” in A Question of Silence: Canadian Anti-Racist Feminist Thought online through U of T e-library

## **Week 5: Colonialism and Decolonization**

Frantz Fanon, chapters I, III, and V in The Wretched of the Earth

Dibinga wa Said, "An African Theology of Decolonization," Harvard Theological Review, October 1971 online at JSTOR

## **Week 6: Race and Sexuality**

Frantz Fanon, Black Skins, White Masks

Ann Stoler, Race and the Education of Desire

Sander Gilman, "Black Bodies, White Bodies: Toward an Iconography of Female Sexuality in Late Nineteenth Century Art, Medicine, and Literature," Critical Inquiry, 1985 **online**

## **Winter Break**

## **Week 7: Race and Reparations**

Thomas McCarthy, chapter 4 "Coming to terms with the past: on the politics of the memory of slavery," in Race, Empire and the Idea of Human Development

Naomi Klein, "Minority Death Match: Jews, Blacks, And The "Post-Racial" Presidency," Harper's Magazine, August 2009 online at <http://zcommunications.org/minority-death-match-jews-blacks-and-the-post-racial-presidency-by-naomi-klein>

Courtney Jung, "Canada and the Legacy of the Indian Residential Schools: transitional justice for indigenous people in a non-transitional society," online at [ssrn.com](http://ssrn.com)

## **Week 8: Race, Equality, and Colour-blindness**

Kimberle Williams Crenshaw "Race, Reform and Retrenchment: Transformation and Legitimation in Anti-discrimination Law" in Kimberle Crenshaw, Neil Gotanda, Gary Peller, Kendall Thomas, eds. Critical Race Theory: The Key Writings That Formed the Movement

Lani Guinier and Gerald Torres, chapter 2 "A Critique of Color-blindness," in The Miner's Canary pdf file on Blackboard

### **Week 9: Contemporary conceptions of race**

Thomas McCarthy, "Introduction," in Race, Empire and the Idea of Human Development

Anthony Appiah, "Race, Culture, Identity: Misunderstood connections" online at <http://www.tannerlectures.utah.edu/lectures/documents/Appiah96.pdf>

Ann Morning "Reconstructing Race in Science and Society: Biology Textbooks, 1952-2002," American Journal of Sociology 114 Suppl: S106-S137 JSTOR

### **Week 10: Race in Canadian public policy**

Himani Bannerjee, "The Paradox of Diversity: the construction of a multicultural Canada and "Women of Colour,"" in The Dark Side of the Nation: Essays on Multiculturalism, Nationalism, and Gender pdf file on Blackboard

Sherene Razack, "Policing the Borders of Nation: The Imperial Gaze in Gender Persecution Cases," in Looking White People in the Eye pdf file on Blackboard

### **Week 11: Race and Indigeneity**

Amnesty International Report, "Stolen Sisters: A Human Rights Response to Discrimination and Violence Against Indigenous Women in Canada." in Canadian Woman Studies. Winter/Spring 2008. Vol. 26, Iss. 3/4; pg. 105-22 online at <http://www.amnesty.ca/stolensisters/amr2000304.pdf>

Courtney Jung, "Race, Class, and Ethnicity in the History of Mexican Indigenous Politics" **online** at [ssrn.com](http://ssrn.com)

### **Week 12: Race and Intersectionality**

Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" in Critical Race Theory

Himani Bannerji, "A Question of Silence: Reflections on Violence Against Women in Communities of Color," in Scratching the Surface: Canadian Anti-Racist Feminist Thought online through University of Toronto e-library