

Topics in Political Theory (Privilege and Race in Global Perspective)
POL381H
Fall 2019

Professor: Matthew J Walton
Sidney Smith Hall Rm. 3107
Tel. 416-978-0345
Email: matthew.walton@utoronto.ca
Office hours: Wednesdays 12-2pm

Class Meetings: BL313, Mondays, 2-4pm

Course Description:

Critical Race Theory (CRT) has emerged as a profoundly impactful field of study, whose influence has travelled far beyond its original grounding in legal studies in North America. It has spawned a host of “response” subfields that adopt CRT methods and orientations, but seek to identify the particularities of subject positions beyond the distinctly racial focus of the field. It has also developed alongside studies of Whiteness and privilege, particularly intersectional and contextual understandings of privilege. However, much of the academic and policy focus of CRT and its offshoots still makes reference to racial identity structures common to the US context. This course will consider how notions of race and privilege “travel” and how they have developed and functioned in contexts outside of a White/non-White categorization.

We will review arguments that seek to situate “Whiteness” globally, as well as other localized iterations of ascriptive privilege, trying to identify particular dynamics and mechanisms of privilege, including its nested nature when moving from the local to the global. Similarly, we will look at how colonial histories and ongoing settler-colonial occupations have shaped identities and the relationships between them in specific places. In doing this work, we will also study the ways in which theoretical formulations of race map on to (or don’t map on to) categories such as indigeneity, ethnicity and caste. This will help us to identify ways in which CRT’s insights can be useful in understanding identity privilege elsewhere, as well as the ways in which studies of privilege in other places can help inform broader academic and policy discussions on analyzing and addressing privilege and its accompanying effects.

Course Readings:

All required course readings are available online, either as copyright-compliant postings on the course Quercus site or as links to the University of Toronto Libraries electronic collection. Hard copies, where relevant, will also be available at Robarts Library. You are responsible for completing all readings by the dates indicated on the syllabus. The additional readings are optional but strongly encouraged. I also strongly encourage you to look at several of the class discussant responses each week as they are posted by your fellow students.

Course Requirements

Class Participation (10%): This portion of your grade is based on your overall participation in class discussions as well as the completion of occasional in-class writing responses. I recognize that not everyone is comfortable speaking regularly in class, although we will frequently use small group discussions and other activities to facilitate broader class conversations. As such, I will take into consideration other forms of participation, including discussions with me during office hours and over email. However, it is very important that you attend class regularly and maintain contact with me in order to ensure that you are meeting my expectations regarding course participation.

Class Discussant (15%): Each student must sign up to be a discussant at **three** class sessions during the course of the term. (Sign-up will be online and must be completed by the second class.) For each

discussion session you are expected to read all assigned readings closely (I recommend that you also read the additional readings) and write a 500-800 word critical response. This is **NOT** a summary of the readings, but should include reflection on what the readings make you think about and could include questions about the readings that you wish to pose to the class, as well as your provisional responses to those questions. Each of these response papers must be posted to the course page **no later than 12pm the day before class**. These papers do not have to be fully developed essays, nor do they need to address all of the readings, but they should demonstrate to me that you've prepared for the discussion and considered some of the implications of the reading(s). You do not have to prepare a formal presentation for class. Note that discussants are discussion *leaders*; I still expect all of you to have read the assigned readings and a selection of other students' response papers and to be prepared to participate in our discussions.

Essay Questions (20% first essay, 25% second essay): Each student will submit responses of 1,500-2,000 words to essay questions **two** times throughout the term. All students will respond to the first essay option (due on Quercus before class on Week 4) and can then choose another essay option (due on Quercus before class on Weeks 6, 9 or 12). Sign-up will be online and must be completed by the second class. While these are not formal papers, I do expect a level of organization and clarity of argument that is *different* than the more personal reflection that characterizes the Class Discussant responses. It will usually be appropriate to cite something from the relevant readings (and you are welcome to use additional sources); you may use any standard citation style but you must be consistent.

Final Exam (30%): The final exam will be a mixture of short answer definition and explanation questions and longer comparative and exploratory essays. It will draw on all the required readings from the course. The exam will take place during the December exam period and I will provide a review guide.

Course Policies:

Late Work/Make-up Exams

If you are unable to complete an assignment by its scheduled date for a valid reason, you must inform me before the due date and we will make alternate arrangements. All unexcused late work will be penalized at a rate of **2% per day of lateness**. Assignments submitted more than 1 full week late will not be accepted, unless excused in advance through accommodation, illness or other documented reason. Please contact me in advance if you expect you will be late submitting an assignment.

Accessibility Policy

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. I know that this formal process can be slow, so I want to encourage you to come to me in advance to talk about any accommodations you might need or challenges you might be facing; I'm always willing to work with students to help facilitate your participation and success in this course.

Attendance Policy

You are responsible for all of the information that is presented and discussed in class. If you have to miss class for any reason, please notify me in advance. I also recommend that you ask someone in class to share their notes for that day with you, since I will not be able to provide you with an update on what we covered in class.

Grading Policy

I will be happy to discuss any grades that I give on assignments. I will do my best to communicate the criteria I'll be grading on in advance but please ask questions if you are confused. If you feel that I have

made an error, you can take it up with me through the following procedure (Please note that I will only discuss issues with grading during the 7 days after the assignment has been handed back):

1. Wait a minimum of 24 hours after receiving your grade to contact me.
2. Put in writing the reasons why you are dissatisfied with the grade.
3. Bring the assignment/exam and your written statement to my office hours to discuss.

For essay assignments graded by the TA, the same policy applies, and your first submission to discuss a grade should be to the TA. If you are still dissatisfied with the resolution, you may contact me, providing the previous communication with the TA and a further explanation of why you think the assigned grade was not appropriate.

Academic Integrity:

Cheating and plagiarism are offenses against academic integrity and are subject to disciplinary action by the university. Plagiarism is copying someone else's work and presenting it as your own (by not attributing it to its true source). If you are uncertain about what constitutes plagiarism, please ask me. I take this matter very seriously and will **NOT** tolerate plagiarism. Let me stress again: if you are unsure about how to properly cite an idea, please ask me. I expect university students to know proper citation methods, styles and norms. Your Essays will all be submitted using turnitin.com; if you would like to request an alternate method of submission, please let me know and we can arrange this.

Course Readings:

Week 1 (Sept 9): Privilege

Required Readings

- McIntosh, P. 2003. "White privilege: Unpacking the invisible knapsack." In S. Plous (Ed.), *Understanding prejudice and discrimination*. New York, NY, US: McGraw-Hill.
- Wildman, Stephanie M. and Adrienne D. Davis. 2013. "Language and Silence: Making Systems of Privilege Visible." in *Critical race theory: the cutting edge*. Richard Delgado and Jean Stefancic (ed.), Philadelphia, Pa: Temple University Press, 3rd edition.

Week 2 (Sept 16): Starting Points I: Race and Critical Race Theory

Required Readings

- Lopez, Ian F. Haney. 2013. "The Social Construction of Race." in *Critical race theory: the cutting edge*. Richard Delgado and Jean Stefancic (ed.), Philadelphia, Pa: Temple University Press, 3rd edition.
- Perea, Juan F. 2013. "The Black/White Binary Paradigm of Race." in *Critical race theory: the cutting edge*. Richard Delgado and Jean Stefancic (ed.), Philadelphia, Pa: Temple University Press, 3rd edition.
- Bell, D.A. 1995. "Who's afraid of critical race theory?" *University of Illinois Law Review*, Volume 1995, Issue 4, pp. 893 – 910.

Additional Readings

- Omi, Michael and Howard Winant. 2005. "The theoretical status of the concept of race." In *Race, identity, and representation in education*. Cameron McCarthy et al. (ed.), New York; London: Routledge. 2nd ed.

Week 3 (Sept 23): Starting Points II: Intersectionality, the Racial Contract and Racial Capitalism

Required Readings

- Harris, Angela P. 2013. "Race and Essentialism in Feminist Legal Theory." in *Critical race theory: the cutting edge*. Richard Delgado and Jean Stefancic (ed.), Philadelphia, Pa: Temple University Press, 3rd edition.
- Mills, Charles W. 1997. *The racial contract*. Ithaca: Cornell University Press. [**Introduction and Chapter 1: Overview]
- Melamed, Jodi. 2015. "Racial Capitalism." *Critical Ethnic Studies*, Vol. 1, No. 1, pp. 76-85.

Additional Readings

- Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review*, Volume 43, Issue 6, pp. 1241 – 1299.

Week 4 (Sept 30): Colonial Constructions of Race

Required Readings

- Fanon, Franz. 1967 [1952]. *Black Skin, White Masks*. New York, NY: Grove Press. [**Chapter 4: The So-Called Dependency Complex of Colonized Peoples]
- Mahmud, T., 1998. "Colonialism and Modern Constructions of Race: A Preliminary Inquiry." *U. Miami L. Rev.*, 53, p.1219-46.
- Kapila, Shruti. 2007. "Race Matters: Orientalism and Religion, India and Beyond c.1770–1880." *Modern Asian Studies* 41, 3: 471–513.

Additional Readings

- Stoler, A.L., 1989. "Making empire respectable: the politics of race and sexual morality in 20th-century colonial cultures." *American Ethnologist*, 16(4), pp.634-660.

(First Essay Question due date)**

Week 5 (Oct 7): Racialized Onto-Epistemologies

Required Readings

- Moreton-Robinson, A., 2004. "Whiteness, epistemology and Indigenous representation." In Aileen Moreton-Robinson (ed.), *Whitening Race: Essays in Social and Cultural Criticism*. Canberra, ACT: Aboriginal Studies Press.
- Bernal, D.D., 2002. "Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge." *Qualitative inquiry*, 8(1), pp.105-126.
- Watts, Vanessa. 2013. "Indigenous Place-Thought and Agency amongst Humans and Non-Humans (First Woman and Sky Woman Go on a European Tour!)." *DIES: Decolonization, Indigeneity, Education and Society* 2(1): 20–34.

Additional Readings

- Mignolo, W.D., 2009. "Epistemic disobedience, independent thought and decolonial freedom." *Theory, Culture & Society*, 26(7-8), pp.159-181.

****Please Note: No class in Week 6 (Oct 14) due to holiday****

(Second Essay Question due date)**

Week 7 (Oct 21): Race as it Crosses Borders

Required Readings

- Chatterjee, Piya. 2006. "Taking Blood: Gender, Race and Imagining Public Anthropology in India," *India Review* 5 (July/October): 551-71.
- Lee, Wen Shu. 1999. "One Whiteness Veils Three Uglinesses: From Border-Crossing to a Womanist Interrogation of Gendered Colonialism." In *Whiteness: The Communication of Social Identity*. Thomas K Nakayama and Judith N Martin (ed.), Thousand Oaks, CA: Sage Publications.
- Borell, Belinda A. E., Amanda S. Gregory, Tim N. McCreanor, Victoria G. L. Jensen and Helen E. Moewaka Barnes. 2009. "'It's Hard at the Top but It's a Whole Lot Easier than Being at the Bottom': The Role of Privilege in Understanding Disparities in Aotearoa/New Zealand." *Race/Ethnicity: Multidisciplinary Global Contexts*, Vol. 3, No. 1, Race and the Global Politics of Health Inequity, pp. 29-50.

Additional Readings

- Hesse, B., 2007. "Racialized modernity: An analytics of white mythologies." *Ethnic and Racial Studies*, 30(4), pp.643-663.

Week 8 (Oct 28): Race in Latin America: Discourses of *Mestizaje*

Required Readings

- Anzaldúa, Gloria. 1999. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books.
[Chapter 7: *La conciencia de la mestiza/Towards a New Consciousness*]
- Hooker, Juliet. 2017. *Theorizing race in the Americas: Douglass, Sarmiento, Du Bois, and Vasconcelos*. Oxford: Oxford University Press. [**Chapter 4: A Doctrine that Nourished the Hopes of the Nonwhite Races: Vasconcelos, Mestizaje's Travels, and US Latino Politics]
- Moreno Figueroa, Mónica G. and Emiko Saldívar Tanaka. 2016. "'We are Not Racists, we are Mexicans': Privilege, Nationalism and Post-Race Ideology in Mexico." *Critical Sociology* 42 (4-5): 515-533.

Additional Readings

- Costa Vargas, J.H., 2004. "Hyperconsciousness of race and its negation: The dialectic of white supremacy in Brazil." *Identities: global studies in culture and power*, 11(4), pp.443-470.

****Please Note: No class on Nov 4 for Reading Week****

Week 9 (Nov 11): Indigeneity and Settler Colonialism

Required Readings

- Kauanui, J. Kēhaulani. 2016. "'A structure, not an event': Settler Colonialism and Enduring Indigeneity," *Lateral* 5.1.
<http://csalateral.org/issue/5-1/forum-alt-humanities-settler-colonialism-enduring-indigeneity-kauanui/>
- Reyes, Nicole Alia Salis. 2018. "A space for survivance: locating Kānaka Maoli through the resonance and dissonance of critical race theory." *Race Ethnicity and Education*, 21:6, 739-756.
- Sen, Uditi. 2017. "Developing Terra Nullius: Colonialism, Nationalism, and Indigeneity in the Andaman Islands." *Comparative Studies in Society and History*, 59(4):944-973.

Additional Readings

- Arvin, M. 2015. "Analytics of indigeneity." In S. N. Teves, A. Smith, & M. H. Rajeha (Eds.), *Native studies keywords*. Tucson: University of Arizona Press.

(Third Essay Question due date)**

Week 10 (Nov 18): Indigeneity as Privilege?

Required Readings

- Nah, A.H. 2006. "(Re)Mapping Indigenous 'Race'/Place in Post-colonial Peninsular Malaysia." *Geogr. Ann.*, 88 B (3): 285-297.
- Cheesman, Nick. 2017. "How in Myanmar "National Races" Came to Surpass Citizenship and Exclude Rohingya." *Journal of Contemporary Asia* 47 (3): 461-483.
- Murray Li, Tania. 2000. "Articulating Indigenous Identity in Indonesia: Resource Politics and the Tribal Slot." *Comparative Studies in Society and History*, Volume 42, Issue 1, pp. 149 – 179.

Additional Readings

- Gomes, Alberto. 2013. "Anthropology and the Politics of Indigeneity." *Anthropological Forum*, Volume 23, Issue 1, pp. 5 – 15.

Week 11 (Nov 25): Ethnicity and Privilege

Required Readings

- Walton, Matthew J. 2013. "The 'Wages of Burman-Ness': Ethnicity and Burman Privilege in Contemporary Myanmar." *Journal of Contemporary Asia* 43 (1): 1-27.
- Simpson, A., 2014. "Identity, ethnicity and natural resources in Myanmar." In *The Australian Political Studies Association Annual Conference*.
- Thawngmung, A.M., 2016. "The politics of indigeneity in Myanmar: competing narratives in Rakhine state." *Asian Ethnicity*, 17(4), pp.527-547.

Additional Readings

- Dunford, M.R., 2019. "Indigeneity, ethnopolitics, and *taingyintha*: Myanmar and the global Indigenous Peoples' movement." *Journal of Southeast Asian Studies*, 50(1), pp.51-67.

Week 12 (Dec 2): Caste and Privilege

Required Readings

- Slate, N., 2011. "Translating Race and Caste." *Journal of Historical Sociology*, 24(1), pp.62-79.
- Jayawardene, S., 2016. "Racialized Casteism: Exposing the Relationship Between Race, Caste, and Colorism Through the Experiences of Africana People in India and Sri Lanka." *Journal of African American Studies*, 20(3-4), pp.323-345.
- Rege, Sharmila. 2003. "A Dalit Feminist Standpoint." In Anupama Rao (ed.), *Caste and Gender*. London: Zed Books.

Additional Readings

- Banerjee-Dube, Ishita. 2014. "Caste, race and difference: The limits of knowledge and resistance." *Current Sociology*, Volume 62, Issue 4, pp. 512 - 530

(Fourth Essay Question due date)**

Make-up Class (Dec 6): CRT and Beyond/Exam Review

Required Readings

- Bouteldja, Houria. 2010. "White Women and the Privilege of Solidarity." *Decolonial Translation Group*, October 22. <http://www.decolonialtranslation.com/english/white-women-and-the-privilege-of-solidarity.html>
- Todd, Z. 2016. "An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism." *Journal of Historical Sociology*, 29: 4-22.