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

White Man's Burden  
Rudyard Kipling, 1899  
The Times, London

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.
Although this is an upper level seminar, this course is an introduction to the history, politics, and economics, of race and racism.

**Course requirements:**

1) Four 1-page reading response papers, due at noon on the day 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 February 23 (the week after reading week).

Format: these short papers should critically engage the reading. Although they are brief, they should be real “papers,” with a thesis, an introductory paragraph, an argument, and a conclusion – they should not take the form of a series of interesting questions, or of “thoughts” or “ideas” you had when you were doing the reading. One, or maybe two, of the short papers should explore an idea you want to develop for the final paper. Each of these papers will be worth 10% of the grade.

2) One final 15-page paper, due April 9, 2021. This paper may be on almost any topic related to race. Students are required to discuss (either via email or via zoom) their paper topic with me during the semester. This paper will be worth 40% of the grade.

3) Attendance in this course is mandatory. Students must complete all the reading, and come to class prepared to engage in discussion. In-class participation will be worth 20% of the grade.

**Week 1: Race and racism today** (Jan 12)
Please complete the reading below for the first class and be prepared to think and talk about race and racism; what you know and understand about this complex topic, what you have learned but think might not be right, what you still cannot comprehend, and what you hope to learn in this class.

George Floyd murder

False allegation Central Park

Charles Blow commentary on Central Park
Indigenous people more likely to be shot by police

“The reality of anti-black racism in Canada”

Racial disparities in the risk of hospitalization and death from Covid 19

**Week 2. The origins of race** (Jan 19)
Thomas McCarthy, “Kant on Race and Development,” in *Race, Empire, and the Idea of Human Development* pp.42-68


https://www-jstor-org.myaccess.library.utoronto.ca/stable/2967206?seq=1#metadata_info_tab_contents

**Week 3. Eugenics** (Jan 26)


**Week 4. The social and political construction of race** (Feb 2)
Sally Haslanger. “A Social Constructionist Analysis of Race” in Barbara Koenig, Sandra Soo-Jin Lee and Sarah Richardson, *Revisiting Race in a Genomic Age*
Marek Steedman, "How was race constructed in the new South?" DuBois Review: Social Science and Research on Race, Jan 2008 5(1)

Steedman's article is a response to Fields, below. Might be nice to do Fields and Steedman next year, either with or without Haslanger. PS. Haslanger is very good, don't recommending cutting


**Week 5: Critical race theory** (Feb 9)
Kimberlé Williams Crenshaw “Introduction,” in Neil Gotanda, Gary Peller, Kendall Thomas, eds. Critical Race Theory: The Key Writings That Formed the Movement


**Week 6. “I don’t see race…”** (Feb 23)
Lani Guinier and Gerald Torres, chapter 2, “A Critique of Color-blindness,” The Miner’s Canary  PDF


**Week 7. The movement for Black lives** (Mar 2)
White people in BLM, BLM alliances with other causes

Black lives measured by their whiteness

“BLM largest movement in US history”

Podcast: Interview with Deva Woodly

Public opinion on defunding the police shifts,

**Week 8: Black feminist theory** (Mar 9)
http://circuitous.org/scraps/combahee.html


https://thefeministwire.com/2014/10/blacklivesmatter-2/

**Week 9. Intersectionality** (Mar 16)
Intersectionality video
http://sk.sagepub.com.myaccess.library.utoronto.ca/video/intersectionality-tuto

“What is Intersectionality?” in Patricia Hill Collins and Sirma Bilge, Intersectionality.
Kimberle Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” in Critical Race Theory: The Key Writings that formed the movement

**Week 10. BIPOC alliances** (Mar 23)

Enakshi Dua and Bonita Lawrence, “Decolonizing Antiracism,” in Social Justice, vol.32,No.4, 2005


**Week 11. Culture, multiculturalism, and race** (Mar 30)


Sherene Razack, “Policing the Borders of Nation: The Imperial Gaze in Gender Persecution Cases,” in Looking White People in the Eye

**Week 12. To be determined, based on student interests**

some possible readings/topics:


In Pursuit of Venus Infected AGO

Interview with Lisa Reihana. [https://www.youtube.com/watch?v=GW7-zKBQksY](https://www.youtube.com/watch?v=GW7-zKBQksY)


Joseph Boyden’s alleged indigenous heritage

Courtney Jung, “Race, Class, and Ethnicity in the History of Mexican Indigenous Politics” online at ssrn.com