

**SW 4C03 Critical Perspectives on Race, Racialization, Racism and Colonization in Canadian Society**

* **January 6 to April 7, 2020, Tuesdays, 11:30 a.m. – 2:20 p.m.**
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# Course Overview

## Course Description:

This course involves critical analysis of the construction of social relations in Canadian society.  Students will have the opportunity to examine variables such as race, ethnicity and cultural specificity in the social ascription and adaption process.

## Course Objectives:

This course examines the social, historical and political contexts of racism in Canadian society. Concepts such as race, orientalism and racialization will be explored through various theoretical frameworks including post/anti/neocolonial and decolonizing studies, critical race theory, Indigenous studies, African studies, analyses of whiteness and antiracism/anti-oppression. This course will also draw from a wide range of theoretical, policy and practice literature from social work, education, sociology, political science, cultural studies, philosophy and others. Responses to racism and its contributors/collaborators, accomplices and interlocutors (including ourselves) will also be examined.

In this course you will learn:

* To reflect the *material* effects of social, historical, and political racial marginalization in Canada through readings, discussion, and critical reflective writing.
* To appreciate and understand the instability of *symbolic* essentialized, homogenized and stratified identities/constitutions/representations of race.
* To expand our understanding of the *structures* of difference upon which racism operates.
* To more deeply respect that race, gender, class, sexual orientation, ability, nationalism, capitalism imperialism and colonialism can seldom be held as separate entities as they often have been historically established in a *confluence* and remain fused together today.
* To present a critical appraisal of government policies and service delivery in response to racism and related concerns.
* To explore effective strategies and approaches of service delivery and actions that are related to racialized groups and communities.
* To develop a critical understanding of human services’ professional responsibility and all people’s personal responsibility for ethically mediating structural racism.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course will use a variety of integrative pedagogical approaches including group discussion, case studies, group presentations, and short lecture formats.

* Students are expected to read all the assigned readings PRIOR to coming to class. Therefore, students should come to class having some thoughts and some questions pertaining to course readings and be READY TO DISCUSS/REFLECT.
* Students are expected to mutually respect all class members, including guests to the class. Such respect is paramount. We will have an opportunity to discuss this during our first class.

## Inclusivity/Universal Design Principles:

I will be providing detailed notes via Avenue 2 Learn for all students prior to our classes each week. There are no multiple choice examinations or examinations to be held during the examination period. Disclosures to the instructor of personal issues, illness or injury or extenuating circumstances are not required for accommodation requests. Students will not be called upon in class unless they indicate a willingness to contribute. I am both approachable and flexible so please feel free to contact me as soon as learning needs or concerns arise so that I can help anyway I can. I understand that not all needs are foreseeable as well so I can also help with alternative assignments and make-up work planning to foster successful learning and completion of the course. Please see below the University policy on academic accommodation for students with disabilities and accessibility statement.

## Required Texts:

Das Gupta, T., James, C.E., Maaka, R.C.A., Galabuzi, G., & Andersen, C. (Eds). *Race and racialization*. Toronto: Canadian Scholar’s Press.

Links to electronically available course readings will be posted on course website (Avenue 2 Learn)

# Course Requirements/Assignments

## Requirements Overview and Deadlines

Participation: 10% this includes, readings, group, in class and assignment participation

Assignment 1: Reflection paper on Colonization and Racism

 Percentage of Grade - 20 %

4 Pages in Length- DUE: February 25, 2020

Assignment 2: Group Readings Presentation and Facilitated Discussion

Percentage of grade: 35% – 20% will be group grade and 15% individual grade

Sign up will be first day of class for classes/readings from January 28-April 7.

Assignment #3 – Critical Essay

*\* Note: this is the final assignment for purposes of the Late Withdrawal Policy.*

Percentage of overall grade: 35% (individual grade)

Due:

1. Early submission- March 24, 2020: (grade provided with feedback from the instructor)
2. Late submission March 31, 2020 (grade provided with no/limited feedback)

## Requirement/Assignment Details

## Assignment 1: Reflection paper on Colonization and Racism

* This assignment builds upon a film which we will be viewing in class. After viewing the film, please write a critical self-reflective paper about your experience of viewing the film. In this paper, you may explore your own personal ethnic and/or racial identity (identities) reflecting on concepts discussed in the course such as race, colonialism, ethnicity, social location, assimilation, marginalization, dominant conformity, privilege, power, etc. Limit your choices to 2-3 of the above concepts.
* Some questions to address when exploring the above include: How does my own social location/subject position/confluence impact on my viewing of the film? How do I feel about the film? What aspects of my life have prepared me for viewing and interpreting such a film? What aspects of my life did/do not prepare me for viewing such a film? What relevance does this film have to social justice work? What might I do with this knowledge?
* Please conclude the paper by discussing some responses or actions you will employ or adopt in the future given your viewing of the film, discussions related to the course content and your learnings.
* The assignment will be marked with focus on the following:
1. The complete fulfillment of the requirements identified above especially clear elaboration of chosen course concepts
2. The clarity, coherence, and orderliness of presentation
3. Depth of critical analyses
4. Adherence to the 4 page limit
5. Correct spelling and grammar
6. Conformity to academic style with appropriate referencing

Assignment 2: Group Readings Presentation and Facilitated Discussion

* The class will be divided into groups of 5-6 students each. Each group will be assigned a reading. The groups will be formed on the first day of class. It is expected that each group will meet to discuss the reading, to prepare the presentation and select the questions that will be presented to the larger class. It is also expected that all members of the group actively participate in the planning, organizing and delivery of the presentation.
* For the group presentation, you are asked to:
1. Summarize the main issues, questions, arguments presented in the assigned reading.
2. Creatively and critically raise issues, questions, arguments that were generated by the article. (You may include audio visual materials, illustrate with scenarios, debates, etc.).
3. Engage the class with discussion. This should be a key component of your presentation
4. Synthesize or summarize your presentation and class discussion as it relates to the interplay of ethnicity and race themes.
* Please keep in mind that students arrive to class with the readings already done; therefore it is not necessary or recommended that students spend a lot of the class time describing or explaining the reading(s). In other words, it is not recommended or necessary that students lecture on the readings.
* Rather, the objective of your presentation is to generate discussion on the topics raised in the reading. You may utilize questions to pose to the class to stimulate student engagement and discussion. The questions are not intended to produce easy answers or definitive solutions. Rather the questions should try to open up discussion and conversations with your peers. Usually queries that seem to produce open discussion are questions which engage with key themes, contradictions, tensions, dynamics, concerns and/or issues raised by the readings.
* Each group is required to submit to the instructor a typewritten copy of your questions on the day of your facilitation.
* The duration of the group presentation and facilitated discussion will be about 1 hour.
* Presentations will be assessed based on content and presentation effectiveness. All presentations will be peer evaluated using a rubric provided by the instructor.
* The individual grade will be based on a 3-page paper that each group member will individually prepare and submit on the day of their group presentation. The hand-in will:
1. detail the individual’s contribution to the group presentation
2. and reflect upon the individual’s personal experience of the presentation group with critical focus on ethnicity, race, and other course concepts.

This is not a discussion of the topics raised in the reading but rather a reflection on working with the reading with your presentation group i.e., debates generated among group members, and perspectives analyzed using course concepts. Cite any references to course material used.

\*For example, this may include a reflection on HOW your own confluence/subject position/social location impacted your perspectives of the presentation topic and how or why this was the same or different than other perspectives offered in your group. This might also include a reflection on a particular debate generated by the topic and how those might be explained using course concepts i.e., confluence, racialization, orientalism, colonial classification, etc.

Group assignments will receive a common grade for all the group members (i.e. all members of that group will receive the same group grade). All members of the group are expected to actively participate to ensure the success of the presentation. It is the entire group’s responsibility to facilitate and ensure the full participation of all members, assignments that are incomplete or compromised because of a lack of participation or groups disbanding will be the responsibility of the entire group. In very rare circumstances, the instructor may adjust the grade of individual group members based on a lack of participation in the group process, or based on excluding someone in the group from full participation in the group.

Assignment #3 – Critical Essay

* Students are required to write a critical essay on a topic of interest, which is related to issues, concerns, responses, debates, and/or concepts/theories which are raised in the course. The length of the paper is to be 8 pages maximum (double spaced) plus references. Please use at least 10 refereed sources.
* The assignment requires that you explore a social issue relating to an ethnic or racialized group in Canada and consider and describe implications of your analysis for social justice practice.
* In the assignment students should:
1. Briefly detail the origins, history, and demographic of the ethnic or racialized group in Canada
2. Explore significant social issues that have emerged in relation to the ethnic or racialized group (internal to the group or in the course of its relation to the dominant society)
3. Explore the meaning and effects of concepts learned in the class through application upon and reflection on the ethnic or racialized group’s experience in Canada
4. Demonstrate awareness of relevant theoretical frameworks
5. Discuss implications of your analysis for social justice practice with the group and for other groups (generally- no need to address every groups individually).
* The assignment will be marked with focus on the following:
1. The complete fulfillment of the requirements identified above especially clear elaboration of course concepts and effective application of these in the chosen context
2. The clarity, coherence, and orderliness of presentation
3. Depth of critical analyses
4. Adherence to the 8-10 pages limit
5. Correct spelling and grammar
6. Conformity to academic style and appropriate referencing

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Assignments should be stapled together. Please do NOT use plastic report covers or binders.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.
* Please see me if an alternative approach might would best for you for accessibility reasons or for accommodation

## Avenue to Learn

## In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

 The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

*Disclosures to the instructor of personal issues, illness or injury or extenuating circumstances are not required for accommodation requests. I am both approachable and flexible so please feel free to contact me as soon as needs arise so that I can help anyway I can. I understand that not all needs are foreseeable as well so I can also help with alternative assignments and make-up work planning to foster successful learning and completion of the course.*

## Religious, Indigenous and Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Requests for Relief for Missed Academic Term Work

### McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Sandra Preston, Undergraduate Chair (prestosl@mcmaster.ca ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or Sandra Preston, Undergraduate Chair (**prestosl@mcmaster.ca**).*

# Course Weekly Topics and Readings

## Week 1: January 7

### Topics:

### Introductions and setting the stage with respect

### Readings:

Hooks, Bell, (2003). Talking Race and Racism in Teaching Community – A Pedagogy of Hope, (pp. 25-40) Routledge New York.

James, Carl E. (2003) Constructing Cultural Identities in Seeing Ourselves – Exploring Race, Ethnicity and Culture (3rd ed.) (pp. 25-58) Thompson Publishing Inc. Toronto

Joseph, A.J. (2015). Beyond intersectionalities of identity or interlocking analyses of difference: confluence and the problematic of “anti”-oppression. *Intersectionalities:* *A Global Journal of Social Work Analysis, Research, Polity, and Practice, 4(1), 15-39.*

## Week 2: January 14

### Topics:

### Racism in Canada

### Readings:

Dua, E., Razack, N., & Warner, J. N. (2005). Race, racism, and empire: Reflections on Canada. *Social Justice, 32*(4), 1-10.

Bannerji, H. (1996). “On the Dark Side of the Nation: Politics of Multiculturalism and the State of “Canada”” AKA “RUDHRO, DON’T FORGET TO BRING SAMOSAS TO THE ‘WE LOVE MULTICULTURALISM’ PARTY!”. Trent University. Retrieved May 26th, 2014 from <http://rudhro.wordpress.com/2011/06/03/on-the-dark-side-of-the-nation-politics-of-multiculturalism-and-the-state-of-canada-written-by-himani-bannerji/>

Mamdani, M. (2001). Beyond settler and native as political identities: overcoming the political legacy of colonialism. *Comparative Studies in Society and History*, *43*(4), 651-664.

Film: Speakers for the Dead

<https://www.nfb.ca/film/speakers-for-the-dead/>

## Week 3: January 21

### Topics:

### Colonial classification

### Readings:

Banton, M. (2007). The classification of races in Europe and North America: 1700-1850. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 15-30). Toronto: Canadian Scholar’s Press.

Said, E. (2007). Latent and manifest orientalism. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 45-55). Toronto: Canadian Scholar’s Press.

Hall, S. (2007). The west and the rest: Discourse and power. In T. Das Gupta,C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 56-60). Toronto: Canadian Scholar’s Press.

Horkheimer, M., & Adorno, T. W. (2002). Elements of anti-semitism: Limits of enlightenment. *Dialectic of Enlightenment: Philosophical Fragments*, 137-172.

## Week 4: January 28

Topics:

1. Critical Race Theories
2. Whiteness

### Readings:

 Oritz, L., & Jani, J. (2010). Critical race theory: A transformational model for teaching diversity. Journal of Social Work Education, 46(2), 175-193 (CK)

 Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*(2), 245–261.

 Badwall, H.K. (2014). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness*.* *****Intersectionalities: A Global Journal Of Social Work Analysis, Research, Polity, And Practice*****, [s.l.], v. 3, p. 1–23.

 Leonardo, Z. (2004).The Color of Supremacy: Beyond the discourse of ‘white privilege’. *Educational Philosophy and Theory, Vol. 36, No. 2, 137-152*

 Strmic-Pawl, Hephzibah. 2015. “More Than a Knapsack: The White Supremacy Flower as a New Model for Teaching Racism.” Sociology of Race and Ethnicity. 1(1):192-197.

DiAngelo, R. (2011). White fragility. *The International Journal of Critical Pedagogy*, *3*(3).

## Week 5: February 4

### Topics:

Race/racism in daily life: popular culture, employment, education

### Readings:

Essed, P. (2007). The integration of racism into everyday life: The story of Rosa N. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 209-216). Toronto: Canadian Scholar’s Press.

Solomos, J, & Back, L. (2007). Race, racism and popular culture. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 247-256). Toronto: Canadian Scholar’s Press.

Teelucksingh, C., & Galabuzi, G. (2007). Working precariously: The impact of race and immigrant status on employment opportunities and outcomes in Canada. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 202-208). Toronto: Canadian Scholar’s Press

Dei, G. S. (2007). The denial of difference: Reframing anti-racist praxis. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 188-198). Toronto: Canadian Scholar’s Press.

## Week 6: February 11

### Topics:

1. LGBTQ+ and race
2. Ableism/disability and racism

### Readings:

Berube, A. (2007). How gay stays white and what kind of white it stays. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 363-372). Toronto: Canadian Scholar’s Press.

Hamilton, K. (2010). Colonial legacies, decolonized spirits: Balboa, Ugandan martyrs and AIDS solidarity today. *Journal of Bisexuality, 10*(1/2), 121-136

Gossett, C. (2014). We will not rest in peace: AIDS activism, Black radicalism, and queer and/or trans resistance. In J. Haritaworn, A. Kuntsman, & S. Posocco (Eds.), *Queer necropolitics* (pp. 31-50). New York, NY: Routledge

Kittay, E. (2016). Deadly Medicine: Project T4, Mental Disability, and Racism. *Res Philosophica*, *93*(4), 715-741.

Ware, S., Ruzsa, J., & Dias, G. (2014). It can’t be fixed because it’s not broken: Racism and disability in the prison industrial complex. *Disability incarcerated: Imprisonment and disability in the United States and Canada*, 163-184.

## MIDTERM RECESS: February 18 - NO CLASS

**Week 7: February 25 \*Reflection paper on Colonization and Racism DUE**

Topics:

1. First nations, indigeneity and racism
2. Child welfare and racism

### Readings:

Haig-Brown, C. (2007). Resistance and renewal: First Nations and Aboriginal education in Canada. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 168-178). Toronto: Canadian Scholar’s Press.

Restall, M. (2007). The Indians are coming to an end: The myth of native desolation. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 125-131). Toronto: Canadian Scholar’s Press.

Pon, G., Gosine, K., Phillips, D., (2011). Immediate response: addressing anti-native and anti-black racism in child welfare. *International Journal of Child, Youth and Family Studies,* 3 & 4, 385-409.

Knott, T., Giwa, S. (2012).African American Disproportionality Within CPS and Disparate Access to Support Services: Review and Critical Analysis of the Literature. *Residential Treatment for Children & Youth*, 29, 219–230.

## Week 8: March 3

 Topics:

### Mental health, madness and racism

### Readings:

Kanani, N. (2011). Race and madness: Locating the experiences of racialized people with psychiatric histories in Canada and the United States. *Critical Disability Discourse / Discours Critiques dans le Champ du Handicap*, 3, 1-14.

Metzl, J. (2009). *The protest psychosis: How schizophrenia became a black disease*. Boston, MA: Beacon Press. Chapter 1.

Joseph, A. J. (2014). A prescription for violence: The legacy of colonization in contemporary forensic mental health and the production of difference. *Critical criminology*, *22*(2), 273-292.

## Week 9: March 10

 Topics:

 Health & welfare and racism

 Readings:

Brondolo, E., Gallo, L. C., & Myers, H. F. (2009). Race, racism and health: Inequities, mechanisms, and interventions*. Journal of Behavioral Medicine,* 32, 1–8.

Nestel, S. (2012). Colour coded health care: The impact of race and racism on Canadians’ health. *Wellesley Institute*.

O'Connell, Anne. (2013). The Deserving and Non-deserving Races: Colonial Intersections of Social Welfare History in Ontario. ***Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice***, [S.l.], v. 2, p. 1-23, may. 2013.

## Week 10: March 17

### Topics:

### Gender, law and space and race

### Readings:

Hudson, B. (2006). Beyond white man’s justice: Race, gender and justice in late modernity. *Theoretical Criminology*, 10(1), 29-47.

S. Razack, (2000). Gendered racial violence and spatialized Justice: The murder of Pamela George. *Canadian Journal of Law and Society*, 15(2), 91-130.

Razack, S. (2007). When place becomes race. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 74-82). Toronto: Canadian Scholar’s Press.

Mancini, S. (2012); Patriarchy as the exclusive domain of the other: The veil controversy, false projection and cultural racism. Int J Const Law 2012; 10 (2): 411-428. doi: 10.1093/icon/mor061

## Week 11: March 24

### Topics:

### Race and Time

### Decolonizing race

### Readings:

Johannes Fabian, *Time and the Other: How Anthropology Makes its Object* (New York: Columbia University Press, 1983). Selections.

Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton: Princeton University Press, 2007 [2000]). Introduction and Chapter 1.

Lawrence, B., Dua, E. (2005). Decolonizing antiracism. *Social Justice*, 32, (4), 120-143

Sharma, N., & Wright, C., (2008). Decolonizing Resistance, Challenging Colonial States. *Social Justice*, 35, (3), 120-137.

**Week 12: March 31**- CRITICAL ESSAY DUE

### Topics:

### Responses to race and racism

### Summary

### Readings:

Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. *Journal of Progressive Human Services*, *20*, 59–71.

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