

COURSE SYLLABUS



COURSE TITLE:	Soci 112 – Racialization and Ethnicity
CLASS SECTION:	001
TERM:	Winter 2024
COURSE CREDITS:	3
DELIVERY METHOD(S):	In Person

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME:	Seb Bonet
EMAIL:	BonetS@camosun.ca
OFFICE:	Paul 237
HOURS:	Thursday 11.30-12.30

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students will explore the sociology of "race" and ethnicity within the context of contemporary Canadian multiculturalism. Students will examine how current understandings of "race" and ethnicity affect life in Canada and how racism and ethnocentrism function within Canadian political and social life. Students will also explore the legacies of colonialism in Canada and the roles of multiculturalism and anti-racism in overcoming inequality.

PREREQUISITE(S): One of: C+ in English 12 C+ in English Studies 12 C+ in English First Peoples 12 C+ in Literary Studies 12 C in ENGL 091 and ENGL 093 C in ENGL 092 and ENGL 094 C in ENGL 092 and ENGL 095 C in ENGL 092 and ENGL 096 C in ENGL 103 and ENGL 104 C in ENGL 090 C in ENGL 142 C in ELD 092 and ELD 094 C in ELD 097 C in ELD 103 and ELD 104- Must be completed prior to taking this course.

CO-REQUISITE(S): N/A

EQUIVALENCIES: N/A

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course, a student will be able to:

Explain the relationships among key terms related to "race" and ethnicity, including racialization, racism, ethnocentrism, and multiculturalism.

Describe how "race" and ethnicity are constructed and used within Canadian political and social life.

Recognize anti-racist principles and activities and critically analyze their use in Canadian society.

Apply a sociological perspective to ethnic and racialized inequality in Canada.

Explain the primary effects of colonialism on Canadian society in general and on Indigenous Peoples in particular.

Critically analyze ideals and practices of multiculturalism in Canada.

Clearly communicate information about, and perspectives on, "race" and ethnicity in a discipline-appropriate manner.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All other required readings provided on course website.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

On September 2nd, 2015, the image of a drowned Kurdish child, Alan Kurdi, raced around the Western world and prompted massive mobilizations to open up the borders and welcome refugees. Much less reported, Alan Kurdi's father asked that if people wanted to honour the memory of his son, they should support Rojava and the struggle for self-determination of Kurds living in territories claimed by Syria.

In late June of 2019, a similar pattern repeated itself. The image of Oscar Martinez and his two-year-old daughter, Valeria, who both drowned attempting to cross the Rio Grande into the United States, also instigated a wide response, from the condemnation of American border practices to the denunciation of the dehumanizing implications of the image itself. Meanwhile, caravans of migrants continued to defy the web of bordering controls developed by Fortress North America.

And in June of 2020, amidst the Covid-19 pandemic, Black people in America rose up in the wake of the police killing of George Floyd, while in Canada we saw the same following the death of Regis Korchinski-Paquet in the presence of police. In the Canadian context, Black activist and political commentator Desmond Cole has called for the disarming and defunding of the police, even as he questions the Canadian tendency to fixate on America to the exclusion of our own history of white supremacy and anti-Black racism.

This course takes these tragic images and events as its point of departure. We will ask, and attempt to respond to, questions like: why is the global crisis of displacement and migration happening and intensifying? What systems of racialized domination, like imperialism, capitalism and white supremacy, are expressed by it? How have these systems historically interlocked to get us to this place? How do these systems play out within Canadian borders? How is policing, from the Canadian Border Services Agency to the Royal Canadian Mounted Police, implicated?

At the same time, we will seek to honour the spirit of Alan's father's request and inquire into: what relationships are being besieged through this crisis, from Rojavan self-determination to land reclamation in Central America, abolitionist struggles against borders, policing and incarceration, and Indigenous resurgence and migrant justice struggles here?

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Tues, Jan 9th:

- Course Intro: Review Syllabus and Describe Course's Big Ideas
- Video. "Lekwungen: Place to Smoke Herring" <https://vimeo.com/275788251>.

Module One: Black Feminism and the Interlocking Systems of Oppression

Thurs, Jan 11th:

- Combahee River Collective Statement. 1977. <https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>.
- Marx, Karl. 1867. *Capital – Volume One*, Part II, Chapter 6 “On the Buying and Selling of Labour-Power”. <https://www.marxists.org/archive/marx/works/1867-c1/ch06.htm>.

Tues, Jan 16th:

- Coulthard, Glen. 2013. "For Our Nations to Live, Capitalism Must Die". <https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/>.
- Kelley, Robin D.G. 2017. "What is Racial Capitalism and Why Does It Matter?". https://www.youtube.com/watch?v=--gim7W_jQQ.
- Gilmore, Ruth Wilson. 2020. "Geographies of Racial Capitalism". <https://www.youtube.com/watch?v=2CS627aKrJI&fbclid=IwAR2699tfq2E-X3fWTdc6CjTwKcWqpVIA4AlvVUT9l0tbnkajR2EGVc9wJGc>.

Module Two: Displacement and Struggle in the Global South

Thurs, Jan 18th:

- Freeston, Jesse. 2015. "Resistencia: The Fight for the Aguan Valley". Film. <https://www.filmsforaction.org/watch/resistencia-the-fight-for-the-aguan-valley-2015/>
- Caribbean Research Institute. 1983. *The Future Coming Towards Us*: <https://www.youtube.com/watch?v=7z-AxNfx88o>. Watch first half in class.

Tues, Jan 23rd:

- Esteva, Gustavo. 2011. "Dealing with our own Shit". <https://dark-mountain.net/dealing-with-our-own-shit/>.
- Caribbean Research Institute. 1983. *The Future Coming Towards Us*: <https://www.youtube.com/watch?v=7z-AxNfx88o>. Watch second half in class.

Module Three: Border Imperialism, Precarious Labouring, and Racialized Reproduction

Thurs, Jan 25th:

- Harsha Walia. 2013. *Border Imperialism*. Chapter One. See D2L for PDF.

Tues, Jan 30th:

- Diez, Diego Quemada. 2013. *Jaula De Oro*. See D2L for file.
- OPTIONAL: Pitkin, Daisy. 2022. *On The Line: A Story of Class, Solidarity, and Two Women's Epic Fight to Build a Union*. p.1-44. See D2L for PDF.

Thurs, Feb 1st:

- Sue Ferguson and David McNally. "Precarious Migrants: Gender, Race and the Social Reproduction of a Global Working Class". See D2L for PDF.
- OPTIONAL: Ashley Bohrer. "Wages for Immigration! Labour and Social Reproduction Under Contemporary Capitalism" in *Spectre*. See D2L for PDF.

(Take-Home Paper #1 Due Feb 6th by class time)

Module Four: Anti-Black Racism, Abolition and Transformative Justice

Tues, Feb 6th:

- Frederick Douglass. 1845. *The Narrative of the Life of Frederick Douglass*, Ch1-5. <https://docsouth.unc.edu/neh/douglass/douglass.html>.
- W.E.B. DuBois. 1920. "The Souls of White Folk" p.923-938. [https://oa-shared.s3.amazonaws.com/static/pdf/Du Bois White Folk.pdf](https://oa-shared.s3.amazonaws.com/static/pdf/Du%20Bois%20White%20Folk.pdf).
- Youssef, Sharif. 2017. "The Great Dismal Swamp" from *99% Invisible*. <https://99percentinvisible.org/episode/great-dismal-swamp/>. Listen in class.

Thurs, Feb 8th:

- Fanon, Frantz. 1952. "The Lived Experience of the Black Man" in *Black Skin, White Masks* (89-119). [http://www.campusincamps.ps/wp-content/uploads/2015/10/Fanon-The Lived Experience Of The Black Man.pdf](http://www.campusincamps.ps/wp-content/uploads/2015/10/Fanon-The%20Lived%20Experience%20Of%20The%20Black%20Man.pdf).

Tues, Feb 13th:

- Khan-Cullors, Patrisse and Asha Bandele. 2017. *When They Call You a Terrorist*. Foreword and Ch.1-4. See D2L for PDF.

Thurs, Feb 15th:

- Khan-Cullors, Patrisse and Asha Bandele. 2017. *When They Call You A Terrorist*. Excerpts. Ch.5-7. See D2L for PDF.

Tues and Thurs, Feb 20th and 22nd:

- Reading Break

Tues, Feb 27th:

- Mingus, Mia. "What is Transformative Justice?" <https://transformharm.org/transformative-justice-a-brief-description/>
- Rachel Zellars and Naava Smolash. "If Black Women Were Free" from *Briarpatch Magazine*. <https://briarpatchmagazine.com/articles/view/if-black-women-were-free>. Part One and Two.
- Mingus, Mia. "The Four Parts of Accountability and How to Give a Genuine Apology". <https://leavingevidence.wordpress.com/2019/12/18/how-to-give-a-good-apology-part-1-the-four-parts-of-accountability/>

(Take-Home Paper #2 Due Mar 5th by class time)

Module Five: Multiculturalism in Canada

Thurs, Feb 29th:

- Maynard, Robyn. 2017. *Policing Black Lives*. Chapter One.

Tues, Mar 5th:

- Gray, David. 2010. *Searching for the Sikhs of Tod Inlet*. Documentary film; watch in class.
- Wong, David. 2012. *Escape to Gold Mountain*. See D2L for PDF.

Thurs Mar 7th:

- Maynard, Robyn. 2017. *Policing Black Lives*. Chapter 2.
- Sook-Lee, Min. 2016. "Migrant Dreams" https://www.youtube.com/watch?v=vRBhZ_YbfJM. 90 mins. Watch first half in Class (and second half next class)

Tues, Mar 12th:

- Maynard, Robyn. 2017. *Policing Black Lives*. Chapter 6 and Conclusion.
- Sook-Lee, Min. 2016. "Migrant Dreams" https://www.youtube.com/watch?v=vRBhZ_YbfJM. 90 mins. Watch second half in class.

Module Six: Reconciliation and Indigenous Resurgence in Canada

Thurs, Mar 14th:

- Keefer, Tom. 2014. "A Short Introduction to the Two Row Wampum" in *Briarpatch*. <https://briarpatchmagazine.com/articles/view/a-short-introduction-to-the-two-row-wampum>
- Rob Nichols, Audra Simpson and Glen Coulthard. 2019. "Afterlives of Reconciliation" https://www.youtube.com/watch?time_continue=3&v=JUycRXCpetY. 23 mins.

Tues, Mar 19th:

- Simpson, Leanne. 2013. "Dancing the World Into Being". Interview by Naomi Klein. <https://www.yesmagazine.org/social-justice/2013/03/06/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson>.
- Hunt, Sarah. 2015. "Violence, Law, and the Everyday Politics of Recognition". See D2L for PDF.

Thurs, Mar 21st:

- Hubbard, Tasha. 2019. *We Will Stand Up*. <https://www.nfb.ca/film/nipawistamasowin-we-will-stand-up/>.
- Sawatzky, Katie. 2021. "Sharing Treaty Land" in *Briarpatch*. <https://briarpatchmagazine.com/articles/view/sharing-treaty-land>.

Tues, Mar 26th:

- Tallbear, Kim. *For the Wild*. "Reviving Kinship and Sexual Abundance". Podcast. <https://forthewild.world/listen/kim-tallbear-on-reviving-kinship-and-sexual-abundance-157>.

Thurs, Mar 28th:

- Weder, Julia. 2023. "The Petraeus Playbook". <https://worldbeyondwar.org/petraeusplaybook/>.
- Forrester, Brett. 2022. "Behind the Thin Blue Line". <https://www.aptnnews.ca/ourstories/cirg/>.

Tues, Apr 2nd:

- Vowel, Chelsea. 2020. "An Open Letter to Angry Settlers". <https://apihtawikosisan.com/2020/02/an-open-letter-to-angry-settlers/>
- Jones, Kenneth and Tema Okun. 2001. "White Supremacy Culture". https://www.thc.texas.gov/public/upload/preserve/museums/files/White_Supremacy_Culture.pdf

Module Seven: Solidarity and Looming Fascism

Thurs, Apr 4th:

- Small, Rachel and Simon Black. 2023. "Shut Down the War Machine" in *Upping the Anti* #23 (p.80-95). <https://uppingtheanti.org/journal/article/23-shut-down-the-war-machine>.

Tues, Apr 9th:

- Klein, Naomi. 2023. *Doppelganger*. Ch 6 and 7 (p.94-135). See D2L for PDF.

Thurs, Apr 11th:

- Last Class
- **Final Paper Due by Class Time**

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams).

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EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
<u>Participation</u> – I cannot underline enough that attending class, doing the	20%

<p>readings, and participating in discussion will help you internalize the material and improve the two papers and final exam you will also be evaluated on. Consequently, I urge you to participate to the fullest extent you can. I dearly enjoy discussing these ideas and on my end will strive to create a respectful, curious and welcoming environment for you to share a-ha moments, be perplexed, frustrated and more. Your participation grade will be based half on your attendance and half on my assessment of the quality of your engagement. This does not mean speaking first, last, loudest, longest or most. Instead, it means coming prepared to class, engaging and contributing with sincerity and respect, and supporting fellow students to do the same.</p>	
<p><u>Take-Home Paper #1</u> – This take-home paper will ask you to connect the theoretical framework we will be calling Empire, to the films we watch in class. You will be asked to make visible the ways Empire shows up in the lives of Honduran peasants struggling to reclaim land and cooperativize labour; Black Grenadans pursuing their revolution; or Guatemalan migrants fleeing precarity to make their way North. In other words, you will use the conceptualization of Empire to shed light on what is going on in the films. Your response must be 1000 words or less, double-spaced and use 12-point font. No PDFs please! You will upload it to D2L by Feb 6th by class time.</p>	30%
<p><u>Take Home Paper #2</u> – Choose one of the following two prompts and respond in 1000 words or less:</p> <p>1) What lessons for political struggle do the Black liberation thinkers we read in this section offer? (Please feel free to draw deeply from the Combahee River Collective Statement and also <i>The Future Coming Towards Us</i> from early in the course)</p> <p>2) How does transformative justice differ from punitive justice?</p> <p>I want to stress that especially with the second question there may be a temptation to reach for AI. I will be looking for responses that quote from the texts we've read and that show you thinking in your own words (please use 'I' statements in this paper).</p> <p>Please upload your paper to D2L by March 5th by class time.</p>	30%
<p><u>Final Paper</u> - You will choose one of the following two prompts and write a response in 1200 words or less, double-spaced, using 12-point font. It will be due to Brightspace on the last day of class, April 11th.</p>	20%

(1) Living treaty begins from ourselves. I invite you to write about the intimate scale and how colonialism, resurgence and decolonization are thought and felt there.	
(2) Or, write in the personal register about any part of the course and how some of the ideas in it arise in your own life in embodied and relational ways.	
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information. <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Class Attendance

While attendance is not taken every class, attendance over the course is expected, and a significant portion of your participation grade is linked to making it to class. Send me a note if you can't make it, and if that happens over an extended period we can discuss ways to make up for missed participation.

Deadlines

I do not take away marks for late papers. The deadlines are there to keep you moving through the course and I do expect you to do your best to meet them. However, if you're struggling or life is happening to you, the last thing I want you to do is to plagiarize in order to meet a deadline. All this said, the later you submit your paper the less time I will give to providing feedback; I too want to move through the semester. Finally, the end of the semester is a hard deadline. I have to submit grades so I can only push your evaluation back so far.

SCHOOL OR DEPARTMENTAL INFORMATION

School of Arts & Science

Campus location

Fisher 104

Office hours: 8am-4:30pm

Location link

[Lansdowne Campus](#)

[250-370-3298](tel:250-370-3298)

artsci@camosun.ca

[Peter Ove](#) | Chair, Social Science: OveP@camosun.ca

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <https://camosun.ca/services/academic-supports/accessible-learning>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.