



**University of Victoria  
Department of Geography**

**ANTI-RACISM & GEOGRAPHY  
GEOG 491, A02  
SPRING 2024**

*We acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.*

*“I agree with Dante, that the hottest places in hell are reserved for those who, in a period of moral crisis, maintain their neutrality” (Martin Luther King Jr.).*

*“Solidarity does not assume that our struggles are the same struggles, or that our pain is the same pain, or that our hope is for the same future. Solidarity involves commitment, and work, as well as the recognition that even if we do not have the same feelings, or the same lives, or the same bodies, we do live on common ground” (Sara Ahmed).*

**Instructor:** Dr. CindyAnn Rose-Redwood  
**Office:** David Turpin Building, Room B358  
**Email:** cindyann@uvic.ca  
**Class Location:** Clearihue Building, Room C115  
**Class Time:** Tuesdays, 10:30am-1:20pm  
**Office Hours:** Mondays, 9:30am-11:30am PST via ZOOM and by appointment  
**Cindy’s Office Hours Zoom Link:** XXX

## **COURSE DESCRIPTION**

The fight against racism is an ongoing struggle faced by Indigenous peoples and people of colour around the world. Race itself is a socially constructed concept created to identify and reinforce differences and inequality, and anti-racist movements have sought to challenge the inequities and injustices that racialized peoples experience in their everyday lives. In this course, students will be introduced to the works of various scholars who are engaged in critical discourses and practices against racism and the injustices faced by people characterized as racialized “Others.” By taking a geographical approach, we will critically discuss how race is used to construct hierarchies of power that disenfranchise certain groups of people across various spaces and places. In particular, we will discuss topics such as acts of racism experienced by racialized “Others” in Canada, the US, Europe, and Australia, as well as examine scholarly works on the experiences of faculty and students of colour within higher education spaces. A key part

of this course involves students learning about strategies for actively engaging in anti-racist thought and practice. Students will also learn how Indigenous peoples and people of colour empower themselves through activism and protest movements. The aim of the course is to explore how anti-racist theory is put into practice in order to make changes that can positively affect people's everyday lives.

## **COURSE OBJECTIVES**

- Introduce students to geographic scholarship and scholars writing on various topics related to racism, anti-racism, and the experiences of racialized "Others."
- Provide students with the interpretive skills needed to understand and explain the lived experiences of people from different racial and ethnic backgrounds.
- Assist students in examining how concrete actions and practices can help break down structural and institutional racism.

## **LEARNING OUTCOMES**

- Understand and explain how power, privilege, and positionality work to enhance the life of some while disempowering others.
- Examine geographical scholarship on racism, anti-racism, and racialized peoples.
- Describe the historical and contemporary theoretical frameworks being used by scholars to discuss racism and anti-racism across various spatial contexts.
- Analyze the intersectionalities of social positionality across spaces and places.
- Reflect on one's role and responsibility to support anti-racist activism.

## **REQUIRED COURSE READINGS**

**See Course Schedule at the end of the syllabus for the Assigned Readings.** These are required readings for the course. Since this is a seminar format course, students are expected to come prepared having read the assigned reading each week and ready to engage in class discussion. I will also assign students into small groups, and you will use one of the assigned articles to do a group-led class presentation and discussion on Tuesdays (see Course Schedule below for group-led presentation and discussion dates). We will begin with group-led class presentations and discussions during Week 3. All of the weekly assigned articles are accessible on Brightspace for the course at <https://bright.uvic.ca>. Just click on the "**Course Readings**" folder to download the weekly readings.

## **ASSIGNMENTS AND EVALUATION SCHEME**

Your final grade will be based on the following calculation:

Attendance and Participation	10%
3 Reflective Journal Writing Entries	10%
Group-Led Class Presentation & Discussion	25%
Midterm Exam	25%
Research Paper	30%

## Grading Scale:

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	49% or Less

**Undergraduate Grading** \*\*As per stated in the 2023-2024 Calendar

### IMPORTANT NOTE “F” and “N” GRADES:

Students who have completed the following elements will be considered to have completed the course:

- Attendance and Participation
- 3 Reflective Journal Writing Entries
- Group-Led Class Presentation & Discussion
- Midterm Exam
- Research Paper

An “F” means unsatisfactory performance, completed the course requirements (not eligible for Academic Concessions).

An “N” means failure to complete any of the above main four listed assignments. This will result in a grade of “N” regardless of the cumulative percentage of other elements of the course. “N” is a failing grade and factors into GPA as a value of 0 similar to an “F.”

### COURSE STRUCTURE & ORGANIZATION

#### FIRST HOUR 10:30am to 11:30am

Given that this is a 3-hour block course session, each week I will begin the **first hour** by discussing the readings assigned for that day. Students should **come prepared to discuss the assigned readings**. You need to do the readings to fully participate in the discussions as it will help you better learn and understand the topics for the course. Come prepared to share your thoughts, opinions, and critiques. I will guide you through a seminar-style format on how to think about the key arguments, themes, methodology, and discussion being presented in each article. Additionally, on some days, we will also watch a film and discuss the content, and other days we will have a guest speaker who will help lead a class discussion on a particular topic as well. I also recommend students take notes in relation to the readings being discussed each week. Taking notes is an important learning tool for studying. **In recognition that COVID-19 is still impacting us, for the learning purpose of this course, I will turn on our course zoom link ONLY if requested by a student at least 1 day before the class meeting. This is meant to support students who still wish to attend the course if they feel unwell on some days so they can still participate. The course zoom link is: XXX**

#### Short 30 Minutes Lunch Break (11:30am-12:00pm)

#### SECOND HOUR: 12:00pm to 1:00pm

For the **second hour**, beginning during week 3, students will work in their small groups (2-3 students) assigned by the instructor to lead a group presentation and discussion on one of the assigned readings for the day. See details about assignments for specific instructions on what is expected to participate in the Group-Led Class Presentation and Discussion.

### **LAST 20 MINUTES: 1:00pm to 1:20pm**

Finally, at the end of each class session, students will be given approximately **20 minutes to write down or type some notes and reflections** about the topic/readings/film for that day. You will use this time to take some notes to help you with writing your 3 reflective journal writing entries over the course of the semester. See details on assignment for more specific directions on what is expected for the reflective journal writing entries assignment.

**PLEASE NOTE: I expect all students to engage in respectful dialogue with each other in relation to the topics being covered, and to be open-minded as you consider how you might engage in anti-racist actions in your everyday lives.**

### **Course Zoom Office Hours:**

I will be having zoom office hours on Mondays from 9:30am-11:30am each week. Here is my office hours zoom link:

XXXX

This is your opportunity to engage with me further about course content. Rather than just popping into zoom office hours each week, I would appreciate if you ***sent me an email at least a day or two before and let me know a time during my designated office hours time when you would like to stop by*** to speak with me. In that way, I hopefully won't have to put you into a waiting room while I am speaking with another student.

## **DETAILS ABOUT ASSIGNMENTS**

### I. Attendance & Participation (10%)

For each class meeting, I will pass around an attendance sheet. Please ensure that you sign it for each class session. If you attend by zoom on a particular day, I will make a note of your attendance and participation. I will be taking attendance and notes on your participation each week. I will use this to assess your participation in the course. You need to contribute opinions, ask questions to engage your other classmates, and share your thoughts and critiques about the readings, but most importantly to discuss ways in which to breakdown acts of racism you are learning about in the readings. I encourage students to do the readings otherwise you cannot speak about the topic. You have to read, discuss, and reflect on the readings in order to truly learn this semester.

### II. 3 Reflective Journal Writing Entries (10%)

Beginning during the second week of class, students will be asked to participate in a reflective writing exercise at the end of the last 20 minutes of each class session. The instructor will give students about 20 minutes each class meeting to write in a

journal/notebook/computer. Students can either write notes in a notebook, have a separate journal book, or you can decide to write on your computer. It is up to each student to decide how they want to take notes to write **3 one-page single-spaced reflection entries** over the course of the semester. This reflection is meant to help students think through some of the difficult and heavier topics we will be engaging with this semester. It is important to have time to process and reflect on your learning. You should consider what are the key themes you took away from the day's topic, what questions came to mind that you might still be thinking more about, or how a particular reading/film made you feel in terms of making changes in the discipline of geography and the world. You need to try to engage with the questions/thoughts/ideas you are thinking about in your reflection pieces. You will have the opportunity to write notes after each class meeting starting the first week, however each **student will only be required to submit 3 of their best reflective journal writing entries. The 3 one-page, single-spaced reflective journal writing entries should be COMBINED AND SUBMITTED AS ONE WORD DOCUMENT (.docx file) on the UVic Brightspace website in the assignment folder titled "Submit Reflective Journal Writing Entries Here" by midnight PST on TUESDAY, MARCH 12, 2024.** Please make sure to include the dates for each entry/class session you are writing about and include your name in one combined word document. You are welcome to submit your 3 journal entries as one combined word file anytime during the semester, especially if you want to get this done early in the first weeks of this course. No late entries will be accepted after the March 12 deadline.

### III. Group-Led Class Presentation & Discussion (25%)

Each student will have an opportunity to lead a class presentation and discussion within a group assigned by the instructor. By the **second week of class**, each student will be assigned into a group by the instructor to work on this assignment. Each group will consist of 2-3 students (depending on the number of students registered in the course) and will be assigned a date to lead the class discussion over the course of the semester. **Beginning in Week 3**, the first group will be expected to present and discuss an assigned reading (see Course Schedule for Group-Led Presentation and Discussion dates). Each group should follow these instructions in order to effectively present the reading(s) and engage in a discussion with the class on Tuesdays.

1. **Please submit a 1-page written handout on the day you are assigned to present by 9am (PST) on the UVic Brightspace website in the assignment folder titled "Group Presentation & Discussion Handout Here." PLEASE MAKE SURE TO SUBMIT IT AS A PDF file (.pdf file).** The handout should be one page in length and include a single-spaced, well-written 1-2 paragraph critical analysis of the reading you are assigned, and any discussion questions your group plans to use to engage in discussion with the class. Please include the names of all group members on the handout. This will be evaluated as part of your overall group presentation grade for your Group-Led Class Presentation and Discussion.
2. Using a critical approach, discuss the main points from your group's assigned reading. **You should not simply present a summary of the reading as your discussion.** You are expected to come up with thoughtful critiques and questions to discuss with the class based on the reading(s).

3. You should add some **creativity to your class presentation and discussion** as well. Consider using visual aids such as posters, short power-point presentation, short video clips, or in-class activities (debate, concept map exercise, etc.) to get your classmates to think critically about the issues you are discussing. Keep in mind that you will have **60 minutes** to do your presentation and engage in discussion with your classmates about the topic you are presenting. Your goal is **to facilitate and stimulate respectful and thoughtful discussion with your classmates.**
4. Your grade for this assignment will be evaluated based on the following rubric:
  - a. Quality of the written handout
  - b. Quality of content and critical analysis of presentation in relation to the assigned reading including key concepts, ideas, theories, and arguments
  - c. Organization and structure of presentation
  - d. Creativity of presentation and discussion
  - e. Ability to engage and stimulate discussion with your classmates

#### IV. Midterm Exam (25%)

There will be one midterm exam over the course of the semester (see Course Schedule below for date). The **exams will consist of 5 short-answer questions**, and it will cover material from all assigned readings and videos/films. You will be expected to write one or two paragraphs for each question. The midterm exam will only include material covered from the beginning to the middle of the semester. Students will take the midterm exam on **TUESDAY, FEBRUARY 13, 2024, from 10:30AM-12:00pm PST** in class. The midterm will be 90 minutes (1 and half hours) in length.

#### V. Research Paper (30%)

You are required to write a research paper for this course. I would like you to select a topic of interest to you that relates to issues around race, racism, anti-racism struggles, and activism (preferably a topic/issue within the last 5-10 years and something that is focused on a particular context/case study/setting). You should select a topic that you feel strongly about to write your research paper. Once you select the topic that you are interested in writing about, **please write up a single-spaced, one-paragraph SUMMARY OF THE RESEARCH TOPIC that includes your research question. PLEASE EMAIL ME A WORD DOCUMENT (.docx file) with the Summary of your Research Topic by midnight PST on TUESDAY, JANUARY 23, 2024. Remember to include your name on the Summary document. I will review it and provide feedback the following week so that you can start working on your research paper.** You are strongly encouraged to start talking with me early in the semester about what topic you want to write about for the research paper. I enjoy discussing various topics with you, and I can help you focus on a particular topic for the research paper. You should follow these instructions as you write your paper:

1. This paper should be a total of 8-10 pages (not including reference page), double-spaced, 12 pt font size, 2.54 cm margins, with proper in-text citations. You should also include a separate reference page for external sources cited in the paper (APA style is required).

2. Please **draw upon books, journal articles, and online news articles to help you research the topic of interest** to you. In writing your research paper, it is expected that you also draw on and reference material covered in the course as well as other secondary sources you feel are relevant to build your argument. Try to use a variety of sources to explain why you think the issue is important and/or why you think more attention needs to be drawn to the topic. At least 10 sources should be included in this research paper. Please do not use Wikipedia as a source, as it is not a scholarly reference and points will be deducted if you use it.
3. **Students may choose to write this research paper as a group of 2-3 students or individually, but you MUST inform the instructor if you decide you want to write it with another classmate.** Be aware that if you choose to write the research paper with a partner(s), you will both receive the same grade for this portion of your final grade.
4. The research paper will be due by **midnight PST on TUESDAY, MARCH 19, 2024**. You are welcome to submit this assignment on Brightspace any time before the due date if you complete it early. However, no late papers will be accepted after the March 19 deadline. **Please submit it in the assignment folder on UVic's Brightspace website titled "Submit Research Paper Here." PLEASE MAKE SURE TO SUBMIT IT AS WORD DOCUMENT (.docx file).**
5. Your paper will be evaluated based upon the following rubric:
  - a. Quality of content in terms of strong critiques and analysis of resources you review for the research paper
  - b. Quality of content and linkages to the course readings
  - c. Structure and organization of paper
  - d. Grammar and spelling
  - e. Proper in-text citations and references

### **COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of the term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed online and can be done on your laptop, tablet, or mobile device. You usually will receive an email inviting you to complete the CES, however if you do not receive an email invitation, you can go directly to your CES dashboard. You will need to use your UVic Netlink ID to access the survey. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

### **UVIC ACADEMIC REGULATIONS, CALENDAR INFORMATION & IMPORTANT ACADEMIC DATES**

Review this link for the university's academic regulations:

<https://www.uvic.ca/calendar/undergrad/index.php#/policies>

Review this link for the Undergraduate Calendar information:

<https://www.uvic.ca/calendar/undergrad/index.php#/home>

Review this link for Important Academic Dates information:

<https://www.uvic.ca/calendar/dates/>

## **UVIC'S ACADEMIC INTEGRITY POLICY**

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion. See [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html). If you have any questions or doubts, talk to me, your course instructor. For more information, see [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

The University of Victoria specifies that the use of an editor (whether human or AI) for student work is prohibited unless the instructor grants explicit written authorization, either in the course outline or some other form. The use of ChatGPT or other AI software is therefore prohibited for the editing of any assignments in this course. The Department of Geography recognizes that peer editing is an important component of student learning, academic scholarship, and effective communication. I encourage undergraduate students to ask other undergraduate students to read and comment on the clarity of their written work. There are benefits to getting feedback from your peers, and to rethinking and clarifying your ideas as you re-write and revise your work. Peer editing includes having the unpaid assistance of another student to read your document and provide comments on its content, grammar, and style. Peer editing does not include having a professional paid editor read and revise your work. Students who require accommodation should consult with their course instructor.

Be sure and complete the Integrity Matters module that is available in Brightspace at the following link: <https://bright.uvic.ca/d2l/le/discovery/view/course/132610>. Please complete before handing in any coursework for evaluation. It may also be found under the Discover tab (drop down menu) on the homepage. Also see:

## **PLAGIARISM**

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link for more information: <https://www.uvic.ca/library/research/citation/plagiarism/index.php>.



## **UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<http://www.uvic.ca/services/cal/>). The sooner you let me know your needs the quicker I can assist you in achieving your learning goals in this course.

## **UVIC POSITIVITY AND SAFETY STATEMENT**

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

## **SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC**

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [uvic.ca/svp](http://uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119  
Phone: 250.721.8021  
Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)  
Web: [uvic.ca/svp](http://uvic.ca/svp)

## **COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS**

According to the university's Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions please contact the Copyright Office.

## STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Counselling Services – Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/services/counselling/>. Health Services – University Health Services (UHS) provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives. <https://www.uvic.ca/services/health/>. Centre for Accessible Learning – The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>.

Elders' Voices – The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

## STANDARDS FOR PROFESSIONAL BEHAVIOUR

It is important that students understand and adhere to the University's standards for professional behaviour. The University policies regarding student behaviour are interpreted and applied within the Tri-Faculty. Like the University, the Tri-Faculty is committed to providing a respectful and productive learning environment. All members of our community, including students, have both the right to experience and the responsibility to help create such an environment. Professionalism is expected from all students enrolled in courses in the Tri-Faculty regardless of whether they are enrolled in a degree program in the Tri-Faculty. These standards for professional behaviour apply both to interactions in person and online. Please see the following link to ensure you are following the University's Student Code of Conduct and maintaining professional behaviour. Please review the following link. <https://www.uvic.ca/services/advising/advice-support/academic-units/student-code-of-conduct/index.php>

## RESOURCES FOR INTERNATIONAL STUDENTS

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor ([geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, [cindyann@uvic.ca](mailto:cindyann@uvic.ca)), who can assist in

making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

## COURSE SCHEDULE

Day	Date	Topics & Assigned Readings
Tues	Jan 9th	<b>Week 1: Introduction</b>
		<ul style="list-style-type: none"> <li>• Welcome to the Course</li> <li>• Introductions</li> <li>• Review Syllabus</li> </ul>
		<ul style="list-style-type: none"> <li>• Short Lecture &amp; Discussion on What is Anti-Racism?</li> <li>• <a href="#">Short Film Clip: "How to be an Anti-Racist?" by Dr. Ibram X. Kendi (20 minutes)</a></li> </ul>
Tues	Jan 16th	<b>Week 2: Anti-Racist Geography &amp; Place</b>
		<ul style="list-style-type: none"> <li>• Audrey Kobayashi. (2014). "Neoclassical Urban Theory and the Study of Racism in Geography," <i>Urban Geography</i>, 35:5, p. 645-656.</li> <li>• Audrey Kobayashi and Linda Peake. (2000). "Racism out of Place: Thoughts on Whiteness and an Antiracist Geography in the New Millennium," <i>Annals of the Association of American Geographers</i>, 90:2, p. 392-403.</li> <li>• <b>TODAY INSTRUCTOR WILL ASSIGN STUDENTS INTO GROUPS FOR GROUP PRESENTATION &amp; DISCUSSION</b></li> </ul>
		<ul style="list-style-type: none"> <li>• <a href="#">Film #1: "nîpawistamâsowin: We Will Stand Up" &amp; Class Discussion</a></li> <li>• <a href="#">20 minutes Reflective Journal Writing #1</a></li> </ul>
Tues	Jan 23rd	<b>Week 3: Racialized &amp; Indigenous Faculty: Intersectionalities of Race &amp; Gender</b>
		<ul style="list-style-type: none"> <li>• Minelle Mahtani. (2004). "Mapping Race and Gender in the Academy: The Experiences of Women of Colour Faculty and Graduate Students in Britain, the US and Canada," <i>Journal of Geography in Higher Education</i>, 28:1, p. 91-99.</li> <li>• Audrey Kobayashi. (2006). "Why Women of Colour in Geography?" <i>Gender, Place and Culture</i>, 13:1, p. 33-38.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Group #1: Class Presentation &amp; Discussion</b> Frances Henry and Audrey Kobayashi. (2017). “The Everyday World of Racialized and Indigenous Faculty Members in Canadian Universities,” Chapter 6 of <i>The Equity Myth: Racialization and Indigeneity at Canadian Universities</i>, p. 1-40.</li> <li>• <a href="#">20 minutes Reflective Journal Writing #2</a></li> <li>• <b>REMINDER: EMAIL INSTRUCTOR 1-PARAGRAPH SUMMARY OF TOPIC FOR RESEARCH PAPER TODAY BY MIDNIGHT PST</b></li> </ul>
Tues	Jan 30th	<b>Week 4: Students of Colour &amp; Higher Education Spaces</b>
		<ul style="list-style-type: none"> <li>• Haneen Ghebari, (2020). “(Un)Mapping the White Imaginary: A Spatial Analysis of Racialization and Resistance at the University of Victoria,” <i>Honours Thesis</i>, University of Victoria, p. 1-30.</li> <li>• Aretina R. Hamilton. (2020). “The White Unseen: On White Supremacy and Dangerous Entanglements in Geography,” <i>Dialogues in Human Geography</i>, 10:3, p. 299-303.</li> <li>• <a href="#">Guest Speaker #1: Haneen Ghebari (Former UVic Geography Student)</a></li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Group #2: Class Presentation &amp; Discussion</b> Stacy Anne Harwood, Ruby Mendenhall, Sang S. Lee, Cameron Riopelle, &amp; Margaret Browne Hunt. (2018). “Everyday Racism in Integrated Spaces: Mapping the Experiences of Students of Color at a Diversifying Predominantly White Institution,” <i>Annals of American Association of Geographers</i>, 108:5, p. 1245-1259.</li> <li>• <a href="#">20 minutes Reflective Journal Writing #3</a></li> </ul>
Tues	Feb 6th	<b>Week 5: Indigenous Peoples, Place, &amp; Race in Canada</b>
		<ul style="list-style-type: none"> <li>• Samantha Loppie, Charlotte Reading, and Sarah de Leeuw. (2014). “Indigenous Experiences with Racism and its Impacts,” <i>National Collaborating Centre for Indigenous Health</i>, p. 1-15.</li> <li>• <b>Optional Reading</b>—Eve Tuck and K. Wayne Yang. (2012). “Decolonization is Not a Metaphor,” <i>Decolonization: Indigeneity, Education &amp; Society</i>, 1:1, 1-40.</li> <li>• <a href="#">Guest Speaker #2: Dana Johnson (Former UVic Geography Student)</a></li> <li>• <b>SHORT REVIEW/GUIDELINES FOR MIDTERM EXAM</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Group #3: Class Presentation &amp; Discussion</b> Ajay Parasram. (2019). "Pathological White Fragility and the Canadian Nation," <i>Studies in Political Economy</i>, 100:2, p. 194-207.</li> <li>• <a href="#">20 minutes Reflective Journal Writing #4</a></li> </ul>
Tues	Feb 13th	<b>Week 6: MIDTERM EXAM</b>
		<ul style="list-style-type: none"> <li>• <b>MIDTERM EXAM TO BE TAKEN IN CLASS (90 MIINUTES)</b></li> </ul>
Tues	Feb 20th	<b>Week 7: Enjoy Reading Break</b>
		<ul style="list-style-type: none"> <li>• <b>READING BREAK (No Class Today)</b></li> </ul>
Tues	Feb 27th	<b>Week 8: Race, Activism, and the Cultural Landscape (Europe &amp; US)</b>
		<ul style="list-style-type: none"> <li>• Lara Choksey. (2020). "Colston Falling," <i>Journal of Historical Geography</i>, 74, p. 1-7.</li> <li>• Gerry Kearns. (2020). "Topple the Racists 1: Decolonising the Space and Institutional Memory of the University," <i>Geography</i>, 105:3, p. 116-125.</li> <li>• Stephen McFarland, Samantha L. Bowden, and M. Martin Bosman. (2019). "'Take 'Em Down Hillsborough!': Race, Space, and the 2017 Struggle Over Confederate Iconography in Neoliberal Tampa," <i>Southeastern Geographer</i>, 50:2, p. 172-195.</li> <li>• <a href="#">Film #2: "Big Debate on Rhodes Must Fall" &amp; Discussion</a></li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Group #4: Class Presentation &amp; Discussion</b> ---Asif Mohiuddin, (2019). "Islamophobia and the Discursive Reconstitution of Religious Imagination in Europe," <i>Journal of Muslim Minority Affairs</i>, 39:2, p. 135-156.</li> <li>• <a href="#">20 minutes Reflective Journal Writing #5</a></li> </ul>
Tues	Mar 5th	<b>Week 9: Racism Against Aboriginal and Asian Peoples in Australia</b>
		<ul style="list-style-type: none"> <li>• Kathomi Gatwiri, Darlene Rotumah and Elizabeth Rix, (2021). "BlackLivesMatter in Healthcare: Racism and Implications for Health Inequity Among Aboriginal and Torres Strait Islander Peoples in Australia," <i>International Journal of Environmental Research and Public Health</i>, 18:9, p. 1-12.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Group #5: Class Presentation &amp; Discussion</b> Sylvia Ang and Val Colic-Peisker, (2021). "Sinophobia in the Asian Century: Race, Nation and Othering in Australia and Singapore," <i>Ethnic and Racial Studies</i>, p. 1-21.</li> <li>• <a href="#">20 minutes Reflective Journal Writing #6</a></li> </ul>
Tues	Mar 12th	<b>Week 10: African American Race Struggles &amp; the United States</b>
		<ul style="list-style-type: none"> <li>• Camilla Hawthorne. (2019). "Black Matters are Spatial Matters: Black Geographies for the Twenty-First Century," <i>Geography Compass</i>, 13:11, p. 1-13.</li> <li>• Patrick Radebe. (2021). "Derek Chauvin: Racist Cop or Product of a Racist Police Academy?," <i>Journal of Black Studies</i>, 52:3, p. 231-247.</li> <li>• <a href="#">Film #3: "America's Culture War: Racism and the USA" &amp; Discussion</a></li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Group #6: Class Presentation &amp; Discussion</b> Herbert G. Ruffin II. (2021). "Working Together to Survive and Thrive: The Struggle for Black Lives Past and Present," <i>Leadership</i>, 17:1, p. 32-46.</li> <li>• <b>REMINDER: 3 REFLECTIVE JOURNAL ENTRIES DUE TODAY MIDNIGHT – SUBMIT IN BRIGHTSPACE FOLDER "SUBMIT REFLECTIVE JOURNAL WRITING ENTRIES HERE"</b></li> <li>• <a href="#">20 minutes Reflective Journal Writing #7</a></li> </ul>
Tues	Mar 19th	<b>Week 11: Asians, Colorism, Anti-Black Racism and LGBTQ Community</b>
		<ul style="list-style-type: none"> <li>• Miho Iwata. (2020). "Too Dark," in <i>Asian American Women on Skin Color and Colorism</i>, edited by Nikki Khanna, NYU Press, p. 48-51.</li> <li>• Brittany Ota-Malloy. (2020). "Magnetic Repulsion," in <i>Asian American Women on Skin Color and Colorism</i>, edited by Nikki Khanna, NYU Press, p. 97-101.</li> <li>• Anjana Mudambi. (2022). "South Asian Americans and Anti-Black Racism: Critically Reflective Racialization as an Anti-Racist Vernacular Discourse," <i>Communications, Culture and Critique</i>, XX, p. 1-8.</li> <li>• <a href="#">Short Film Clip: "Divya Kumar Reading 'This Is My Home'" &amp; Class Discussion</a></li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Group #7: Class Presentation &amp; Discussion</b> Sonali Patel (2019). "'Brown Girls Can't Be Gay': Racism Experienced by Queer South Asian Women in the Toronto LGBTQ Community," <i>Journal of Lesbian Studies</i>, 23:3, p. 410-423.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>RESEARCH PAPER DUE TODAY BY MIDNIGHT---SUBMIT IN BRIGHTSPACE FOLDER “SUBMIT RESEARCH PAPER HERE”</b></li> <li>• <a href="#">20 minutes Reflective Journal Writing #8</a></li> </ul>
Tues	Mar 26th	<b>Week 12: Anti-Racist Practices and Activism within Academia</b>
		<ul style="list-style-type: none"> <li>• Beverley Mullings &amp; Sanjukta Mukherjee. (2018). “Reflections on Mentoring as Decolonial, Transnational, Feminist Praxis,” <i>Gender, Place &amp; Culture</i>, 25:10, p. 1405-1422.</li> <li>• <a href="#">Guest Speaker #3: Tanya Manning-Lewis (Education Colleague)</a></li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Group #8: Class Presentation &amp; Discussion</b> Derek Alderman, Rodrigo Narro Perez, LaToya E. Eaves, Phil Klein and Solange Muñoz, (2019). “Reflections on Operationalizing an Anti-Racism Pedagogy: Teaching as Regional Storytelling,” <i>Journal of Geography in Higher Education</i>, 45:2, p. 1466-1845</li> </ul>
Tues	April 2nd	<b>Week 13: Course Wrap-Up &amp; Reflections</b>
		<ul style="list-style-type: none"> <li>• Students Share Research Papers Topics/Findings with Classmates</li> <li>• Reflecting on Semester Topics</li> </ul> <p><b>***Reminder to Complete CES Survey</b></p>
<b>Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.</b>		

\*\*\*Note: The deadline for 100% reduction of tuition fees is January 21, and the last day for adding courses is January 24 that begin in the winter first term. The 50% fee reduction of tuition fees deadline is February 11, and the final drop deadline (with no fee reduction) is February 29.