



**University of Victoria  
Department of Geography**

**ANTI-RACISM & GEOGRAPHY  
GEOG 491, A02  
SPRING 2022**

*I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ 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

**Phone:** 250-853-3274

**Email:** cindyann@uvic.ca

**Class Location:** Clearihue Building, Room D132

**Class Time:** Tuesdays, 11:30am-2:20pm

**Course Zoom Link:**

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**Office Hours:** Tuesdays and Wednesdays, 10:30am-11:20am via ZOOM

Cindy's Office Hours Zoom Link:

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*\*\*\*Note: I will ONLY be holding office hours via ZOOM this semester. There will be NO in-person office hours meetings. If you wish to chat with me about anything, please click on my office hours zoom link on Tues and Wed from 10:30am-11:20am.*

**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**

**Assigned Readings for Weekly Meetings.** Listed below are the required readings for the course. Students are expected to come prepared having read the assigned reading each week and ready to engage in class discussion. As the course instructor, I will 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. We will begin with group-led class presentations and discussions during Week 3. (All of the articles are accessible on Brightspace for the course at <https://bright.uvic.ca>).

### **1. Week #2**

- Jan. 18th—Audrey Kobayashi and Linda Peake. (2000). “Racism Out of Place: Thoughts on Whiteness and an Antiracist Geography in the New Millennium,” *Annals of the Association of American Geographers*, 90:2, 392-403.
- Jan. 18th—Audrey Kobayashi. (2014). “Neoclassical Urban Theory and the Study of Racism in Geography,” *Urban Geography*, 35:5, 645-656.

## 2. Week #3

- Jan. 25th—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," *Journal of Geography in Higher Education*, 28:1, 91-99.
- Jan. 25th—Audrey Kobayashi. (2006). "Why Women of Colour in Geography?" *Gender, Place and Culture*, 13:1, 33-38.

### Group #1: Class Presentation & Discussion

- Jan. 25th—Frances Henry and Audrey Kobayashi. (2017). "The Everyday World of Racialized and Indigenous Faculty Members in Canadian Universities," Chapter 6 of *The Equity Myth: Racialization and Indigeneity at Canadian Universities*, 1-40.

## 3. Week #4

- Feb. 1st—Haneen Ghebari. (2020). "(Un)Mapping the White Imaginary: A Spatial Analysis of Racialization and Resistance at the University of Victoria," *Honours Thesis*, University of Victoria, 1-30.

### Group #2: Class Presentation & Discussion

- Feb. 1st—Stacy Anne Harwood, Ruby Mendenhall, Sang S. Lee, Cameron Riopelle & Margaret Browne Hunt. (2018). "Everyday Racism in Integrated Spaces: Mapping the Experiences of Students of Color at a Diversifying Predominantly White Institution," *Annals of American Association of Geographers*, 108:5, 1245-1259.

## 4. Week #5

- Feb. 8th—Samantha Loppie, Charlotte Reading, and Sarah de Leeuw. (2014). "Indigenous Experiences with Racism and its Impacts," *National Collaborating Centre for Indigenous Health*, 1-15.
- Feb. 8th (Optional Reading)—Eve Tuck and K. Wayne Yang. (2012). "Decolonization is Not a Metaphor," *Decolonization: Indigeneity, Education & Society*, 1:1, 1-40.

### Group #3: Class Presentation & Discussion

- Feb. 8th—Ajay Parasram. (2019). "Pathological White Fragility and the Canadian Nation," *Studies in Political Economy*, 100:2, 194-207.

## 5. Week #6

- Feb 15th—MIDTERM EXAM TO BE TAKEN ON BRIGHTSPACE

## 6. Week #7

- Feb 22nd—READING BREAK (NO CLASS)

## 7. Week #8

- Mar. 1st—Lara Choksey. (2020). "Colston Falling," *Journal of Historical Geography*, 74, 1-7.
- Mar. 1st—Gerry Kearns. (2020). "Topple the Racists 1: Decolonising the Space and Institutional Memory of the University," *Geography*, 105:3, 116-125

### Group #4: Class Presentation & Discussion

- Mar 1st—Asif Mohiuddin. (2019). "Islamophobia and the Discursive Reconstitution of Religious Imagination in Europe," *Journal of Muslim Minority Affairs*, 39:2, 135-156.

## 8. Week #9

- Mar. 8th—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," *International Journal of Environmental Research and Public Health*, 18:9, 1-12.

### Group #5: Class Presentation & Discussion

- Mar. 8<sup>th</sup>—Sylvia Ang and Val Colic-Peisker. (2021). "Sinophobia in the Asian Century: Race, Nation and Othering in Australia and Singapore," *Ethnic and Racial Studies*, 1-21.

## 9. Week #10

- Mar. 15th—Patrick Radebe. (2021). "Derek Chauvin: Racist Cop or Product of a Racist Police Academy?," *Journal of Black Studies*, 52:3, 231-247.

### Group #6: Class Presentation & Discussion

- Mar. 15th—Herbert G. Ruffin II. (2021). "Working Together to Survive and Thrive: The Struggle for Black Lives Past and Present," *Leadership*, 17:1, 32-46.

## 10. Week #11

- Mar. 22nd—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," *Southeastern Geographer*, 50:2, 172-195.

### Group #7: Class Presentation & Discussion

- Mar. 22nd—Camilla Hawthorne. (2019). "Black Matters are Spatial Matters: Black Geographies for the Twenty-First Century," *Geography Compass*, 13:11, 1-13.

## 11. Week #12

- Mar. 29th—Beverley Mullings & Sanjukta Mukherjee. (2018). “Reflections on Mentoring as Decolonial, Transnational, Feminist Praxis,” *Gender, Place & Culture*, 25:10, 1405-1422.

### Group #8: Class Presentation & Discussion

- Mar. 29th—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,” *Journal of Geography in Higher Education*, 45:2,1466-1845.

## ASSIGNMENTS AND GRADING 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 2021-2022 Calendar

## COURSE FORMAT

Given that this is a 3-hour block course session, each week I will begin the **first hour** by discussing one or two of 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. 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. **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.** 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. We will also have a **20-minutes break** in the middle of the class session. For the **second hour**, beginning during week 3, students will work in their small groups (3-4 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. Finally, at the end of each class session, students will be given approximately **15 minutes to write down or type some notes and reflections** about the topic/readings for that day. You will use this to write 3 reflective writing entries over the course of the semester. See details on assignment for more specific directions on what is expected for the reflective writing entries assignment.

## **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. Participation is also very important for this course. You need to contribute opinions, ask questions to engage your other classmates, share your thoughts and critiques about the readings, but most importantly discuss ways in which to breakdown acts of racism you are learning about in the readings. I will be taking notes during the discussion session each week in relation to student participation. I will use this to assess your participation in the course. 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.

**NOTE: During the time we are on zoom for class, all students should say hello in the zoom chat each meeting, so that I can record your attendance. I would also like everyone to turn cameras on for this class as it is helpful for me to communicate with you effectively regarding the course content. Thank you.**

### **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 each class session. Students will be given about 15 minutes each week to write in their journal/notebook/computer. Students can either write notes in their 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 world. You will have the opportunity to write notes after each weekly class meeting; however, each student will **only be required to submit 3 reflective 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 TUESDAY, MARCH 29<sup>th</sup> Midnight Pacific Standard Time (PST). 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. \*\*\*Note: You are welcome to submit your 3 journal entries as one combined word file anytime throughout the semester especially if you want to get this done early in the semester.

### 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 3-4 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 written handout on the UVic Brightspace website in the assignment folder titled “Group Presentation & Discussion Handout Here” the day before your assigned date to present by Midnight (PST). PLEASE MAKE SURE TO SUBMIT IT AS WORD DOCUMENT (.docx 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 **50 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. Each group **must speak with the instructor at least one week prior to your group presentation** in order to go over your ideas, plans, and the structure of your presentation. You should **touch base with me through a zoom meeting during office hours.** I am here to help guide you to do well on this part of your class assignment
5. 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 dates). The **exams will consist of a few short-answer questions**, and it will cover material from all assigned readings and videos/films. The midterm exam will only include material covered from the beginning to the middle of the semester. The **MIDTERM EXAM IS ON TUESDAY, FEBRUARY 15<sup>th</sup> AND WILL BE TAKEN ON BRIGHTSPACE.**

#### 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 your Summary of your Research Topic by TUESDAY, JANUARY 25<sup>th</sup> Midnight (PST). 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 maximum (not including reference page), doubled-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 on **TUESDAY, MARCH 15<sup>th</sup> by Midnight (PST).** No late papers will be accepted after this date. **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. 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'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).

### **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>

## COURSE SCHEDULE

Day	Date	Topics & Assigned Readings
Tues	Jan 11 <sup>th</sup>	<b>Week 1: Introduction (Zoom Meeting)</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>• Class Activity &amp; Discussion</li> </ul>
Tues	Jan 18 <sup>th</sup>	<b>Week 2: Anti-Racist Geography &amp; Place (Zoom Meeting)</b>
		<ul style="list-style-type: none"> <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, 392-403.</li> <li>• Audrey Kobayashi. (2014). "Neoclassical Urban Theory and the Study of Racism in Geography," <i>Urban Geography</i>, 35:5, 645-656.</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; Discussion</a></li> <li>• 15 minutes Reflective Journal Writing #1</li> </ul>

Tues	Jan 25 <sup>th</sup>	<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, 91-99.</li> <li>• Audrey Kobayashi. (2006). "Why Women of Colour in Geography?" <i>Gender, Place and Culture</i>, 13:1, 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>, 1-40.</li> <li>• 15 minutes Reflective Journal Writing #2</li> <li>• <b>REMINDER: EMAIL INSTRUCTOR 1-PARAGRAPH SUMMARY OF TOPIC FOR RESEARCH PAPER TODAY BY MIDNIGHT</b></li> </ul>
Tues	Feb 1 <sup>st</sup>	<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, 1-30.</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, 1245-1259.</li> <li>• 15 minutes Reflective Journal Writing #3</li> </ul>

Tues	Feb 8 <sup>th</sup>	<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>, 1-15.</li> <li>• Optional Reading---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>• SHORT REVIEW FOR MIDTERM EXAM</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, 194-207.</li> <li>• 15 minutes Reflective Journal Writing #4</li> </ul>
Tues	Feb 15 <sup>th</sup>	<b>Week 6: MIDTERM EXAM</b>
		<ul style="list-style-type: none"> <li>• <b>MIDTERM EXAM TO BE TAKEN ON BRIGHTSPACE (No Class Today)</b></li> </ul>
Tues	Feb 22 <sup>nd</sup>	<b>Week 7: Enjoy Reading Break</b>
		<ul style="list-style-type: none"> <li>• <b>READING BREAK (No Class Today)</b></li> </ul>
Tues	Mar 1 <sup>st</sup>	<b>Week 8: Race, Cultural Landscape, &amp; Europe</b>
		<ul style="list-style-type: none"> <li>• Lara Choksey. (2020). "Colston Falling," <i>Journal of Historical Geography</i>, 74, 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, 116-125</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, 135-156.</li> <li>• 15 minutes Reflective Journal Writing #5</li> </ul>

Tues	Mar 8 <sup>th</sup>	<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, 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>, 1-21.</li> <li>• 15 minutes Reflective Journal Writing #6</li> </ul>
Tues	Mar 15 <sup>th</sup>	<b>Week 10: African American Race Struggles &amp; the United States</b>
		<ul style="list-style-type: none"> <li>• Patrick Radebe. (2021). "Derek Chauvin: Racist Cop or Product of a Racist Police Academy?," <i>Journal of Black Studies</i>, 52:3, 231-247.</li> <li>• <a href="#">Film #2: "America's Culture War: Racism and the USA" &amp; Discussion</a></li> <li>• <b>RESEARCH PAPER DUE TODAY BY MIDNIGHT---SUBMIT IN BRIGHTSPACE FOLDER "SUBMIT RESEARCH PAPER HERE"</b></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, 32-46.</li> <li>• 15 minutes Reflective Journal Writing #7</li> </ul>
Tues	Mar 22 <sup>nd</sup>	<b>Week 11: Anti-Racism &amp; Activism</b>
		<ul style="list-style-type: none"> <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, 172-195.</li> <li>• <a href="#">Film #3: "Big Debate on Rhodes Must Fall" &amp; Discussion</a></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Group #7: Class Presentation &amp; Discussion</b> Camilla Hawthorne. (2019). "Black Matters are Spatial Matters: Black Geographies for the Twenty-First Century," <i>Geography Compass</i>, 13:11, 1-13.</li> <li>• 15 minutes Reflective Journal Writing #8</li> </ul>
Tues	Mar 29 <sup>th</sup>	<b>Week 12: Reflections on Anti-Racist Practices</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, 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>, 45:2,1466-1845</li> <li>• <b>REMINDER: 3 REFLECTIVE JOURNAL ENTRIES DUE TODAY MIDNIGHT – SUBMIT IN BRIGHTSPACE FOLDER "SUBMIT REFLECTIVE JOURNAL WRITING ENTRIES HERE"</b></li> </ul>
Tues	April 5 <sup>th</sup>	<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: January 26, 2022: Last day for adding courses that begin in the first term.

February 28, 2022: Last day for withdrawing from first term courses without penalty of failure