

# THE POLITICS OF RACE IN CANADA (POLI 367)

University of Victoria

January-April 2019: Mondays & Thursdays 10.00am-11.20am

MacLaurin Building D114

*I acknowledge with respect the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territory the university stands and whose historical relationships with the land and water continue to this day.*

**Instructor:** Dr. R.K. Dhamoon  
**Office:** David Turpin Building A339  
**Office Hours:** Monday's and Thursdays 11.45am-12.45pm, or by appointment.  
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**Course Space:** For course page  
**CRN:** 22579

## Course Description

This course explores the construction and effects of race-making in the Canadian political landscape, with a specific focus on how the Canadian nation-state constructs and manages diverse groups of Indigenous people, Black people, and people of colour in similar and different ways. The main theme of the course is **power**, specifically how forces of racialized and colonizing power operate to construct group identities and the Canadian nation, and how resistant forms of power are enacted against racial and colonial inequities.

We will begin by setting the ground work for examining race politics in Canada, which includes: an understanding of why race-making is political; an overview of key terminology; and an introduction to how race-making relates to other intersecting political categorizations of difference (e.g. gender, capital, and sexuality). In the rest of the course, we will consider four sites in which the nation-state organizes and manages race politics in Canada. These are: i) territory ii) whiteness iii) the economy, and iv) national identity. We will specifically analyze how the Canadian nation-state is secured through relations of racial and colonial power.

The course consists of a combination of lectures, readings, and class-based discussions. Each week you will be required to attend the lectures and keep up with the required readings. Students are encouraged to bring in resources that are potential learning tools for this course. This is optional but will enhance learning and help students make connections to the world outside the classroom.

Note: The instructor reserves the right to correct, change or modify the syllabus as the course progresses.

## Course goals and learning outcomes

The overall course goals are to: 1) Identify and analyze key concepts in the field of critical race politics in Canada; 2) Explain the ways in which the Canadian nation is constituted through historical and ongoing forms of racism, colonialism, and related oppressions; 3) Assess the racializing similarities and differences between social groups in the context of Canadian nation-building.

By the end of the course students should have:

- A solid understanding that ideas about race shape power relations;
- An understanding of the racial and colonial political foundations of Canada, and some of the contemporary processes, structures and policies of racism and colonialism;
- Knowledge of the similar and different processes by which groups are subjected to different racisms and colonialisms;
- Knowledge of how the Canadian nation-state is constituted through racialized norms;
- An understanding of how racism and colonialism can be resisted and challenged;
- Developed their critical thinking, analytical, writing, and research skills.

## Required Texts

1. A **required course package (CP)** is available in the University bookstore. It provides a collection of articles and chapters put together specifically for this course. If you are unable to purchase the CP by week 2, please let me know. If the CP is not available, you should place an order through the University bookstore Raincheck Program.
2. As well, some of the required readings are NOT in the course pack, but available through the library as **electronic journal articles (LIBRARY)**. These are not included in the CP so as to save on student costs. You are expected to download all of the required journal articles and bring them to class. We will often be referring to the readings during class.

## Assignments

1. Thematic analysis	30% (10% x 3 papers)	Due relevant week
2. Research Paper		
a) Proposal	required for essay to be graded	Due February 25
b) Essay	35%	Due March 25
3. Final exam	35%	date to be assigned

### 1. Thematic analysis (10% x 3 = 30%)

The course is organized around four main themes, all of which provide lines of inquiry to examining how the Canadian state organizes and manages racial and colonial differences. These themes are: (de)constructing national territory, whiteness in/as the nation, neo-liberalism and the racial nation, and national identity. Each paper should offer an analysis of **two** readings from the same week, each from a different theme. Do not merely summarize the readings. Instead:

- explain why the readings are relevant to race politics in Canada;
- analyze what ideas are shared or different between the pieces.

You must have a clear thesis statement, and cite appropriately from the reading.

Each paper is due on the Monday of the week that the readings are assigned, by the start of class. Please submit papers via coursespaces. You have the option of selecting which 3 weeks of readings you will examine, with the following deadlines:

- Reading from weeks 3 & 4 (Theme I - National territory)
- Reading from weeks 5 & 6 (Theme II – Whiteness in/as the nation)
- Reading from weeks 7 & 8 (Theme III – Neo-liberalism and the nation)
- Reading from weeks 9 & 10 (Theme IV – National identity)

Requirements for papers:

- Each paper should be about 2-3 pages in length, double-spaced (plus bibliography and, if relevant, footnotes). Papers beyond the limit will be penalized.
- All papers must have a proper introduction with an argument, body, and conclusion. This assignment invites careful and thoughtful analysis of the course themes and readings. You should NOT simply regurgitate the readings or class materials.
- Additional research is optional.
- All papers should be double spaced, with a standard 12 point font and one inch margins.
- All papers should use APA style of referencing. Marks will be deducted otherwise.
- Include a cover page with the exact question, your name, and student number.
- Include page numbers, with the first page of text numbered page 1.
- You are required to keep a copy of your essay. If your assignment is lost or misplaced, you will be considered not to have submitted it if you cannot produce a copy upon request.

The purpose of this assignment is to build your comprehension, analytical, and writing skills. The different themes and deadlines are to ensure that students demonstrate an understanding of the main ideas of the course, and to give students some flexibility in completing their assignments at different stages of the course.

## **2. The Politics of Anti-Racism and Anti-Colonialism - Research essay (35%)**

Students are required to submit:

- a research paper proposal by 10am February 25, via course spaces – a template will be provided and proposals must be submitted using this template.
- your research essay by 10am on March 25 via coursespaces.

For this assignment, you must identify a race-related political issue in Canada (e.g. a relevant Supreme Court decision, antisemitism, the Temporary Foreign Worker Program, Islamophobia, violence against Indigenous women, immigration and refugee policy, Black Lives Matter, Indigenous resistance), and compare and contrast how the Canadian State, affected groups, and other stakeholders address your chosen issue. You are welcome to do a paper other than a comparison paper, but you must get my approval by February 1. I strongly recommend that you see me about your chosen topic well in advance of the deadline.

Requirements for papers:

- If you do not submit your paper proposal using the template provided, your essay will NOT be graded.

- Your paper should be about 2000 words (approximately 8 pages), double-spaced, including bibliography. Papers beyond the limit will be penalized.
- All papers must have a proper introduction with an argument, body, and conclusion.
- Research beyond the required readings is expected. All papers must have at least 8 scholarly sources that are substantively used (i.e. do not just cite a source in passing, be sure to explain it and make it relevant to your argument). 5% will be deducted when this requirement is not met.
- All papers should be double spaced, with a standard 12 point font and one inch margins.
- All papers should use APA style of referencing. Marks will be deducted otherwise.
- Include a cover page with the exact question, your name, and student number.
- Include page numbers, with the first page of text numbered page 1.
- You are required to keep a copy of your essay. If your assignment is lost or misplaced, you will be considered not to have submitted it if you cannot produce a copy upon request.

The purpose of this assignment is to enhance your in-depth knowledge on course topics, and to build your research, analytical, and writing skills.

### **3. Final Examination (35%)**

The University will schedule the final exam during the official examination period. Do not make travel plans until the exam date has been confirmed. It will be 2 hours in length, and will cover material covered in the entire course (i.e. required readings and lectures). The exam will consist of two parts: 1) define and explain the significance of key concepts 2) an essay-style question. Students are required to take the final exam as scheduled.

The purpose of the final exam is to test your knowledge and understanding of course materials.

## **COURSE POLICIES**

**Please review by the start of week 2**

### **MY COMMITMENT TO YOU**

Your marked assignments will be returned to you in a timely fashion. I mark papers with comments, and they will be returned how they were required to be submitted (e.g. if you were required to submit CourseSpaces, that is how I shall return them).

If you are unsure how to document your work or if you have any questions about the readings and issues discussed in class or assignment expectations, *please come and see me*. I will do my utmost to respond promptly to your concerns. I typically respond to emails within 24 hours, except evenings, weekends, and holidays.

I will be using power point. These are outlines and not adequate for study or research purposes alone. You do not need to copy down every word on these slides. Power point slides will not be made available to students. Where there is detailed information, you will be provided with handouts either on the Course Space page or in class.

I am available to meet with you one-on-one during office hours. If you cannot meet during office hours, please contact me to make an appointment.

### **ENGAGEMENT PROTOCOLS**

The University is committed to providing an environment that fosters the fair treatment of all members of the university community. The basis for interaction among all members of the university is mutual respect, co-operation, and understanding. There will be students in the class with different levels of knowledge, so please be prepared to be patient, to learn from one another, and to avoid competition.

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, we will aim to use gender-inclusive, non-sexist language. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Please let me know if your name and/or gender is not accurately represented in the official university record.

### **EMAIL & COURSESPACE POLICY**

Check your University email account often. You will be held responsible for information about the class posted via email sent between classes (I will give you a reasonable amount of time to check email). If you do not intend to use your university account, you are responsible for forwarding mail to your primary account. I will primarily use CourseSpace to communicate to the class. Full or unchecked e-mail inboxes do not excuse you from not knowing the content of class emails.

I am available on email for quick questions or to set up appointments. Before sending me an email ask yourself: 1) have I reviewed the syllabus for the answer to my question?; 2) is the question better asked during office hours or in class (there may be others in class who have the same question)?

This course has a CourseSpace site. On the site you will find a copy of the course syllabus and additional course materials. To access the site, you will need a Netlink ID. Course announcements and emails will be sent through Course Space, so ***please check Course Space and your email regularly.***

## ASSIGNMENTS

Please use APA style of referencing for your assignments. Guidelines on the APA style can be found on the library website or the course spaces page.

You must always retain at least one paper or electronic copy of the final version of every writing assignment. A missing paper that you cannot rapidly replace is normally considered a non-existent paper.

Written work should be uploaded directly to CourseSpaces for the assignment, unless stated otherwise. Submit in either Microsoft Word format (.doc or .docx), MWord-readable formats, or Rich Text Format (.rtf). For editing reasons, papers in “.pdf” will not be accepted.

DO NOT slip papers under my office door or under the door of the department office.

You can arrange for joint assignments if all the course instructors involved agree to it from the proposal stage. Usually a joint assignment is equivalent in size and difficulty to the sum of the assignments it replaces.

## LATE ASSIGNMENTS

Late assignments will be penalized 2.5% per day (including weekends). Essay extensions can be granted in cases of illness or personal tragedy. All extensions will require a note from a doctor or another authority that can vouch for your circumstances. Extensions will **NOT** be given in the event of computer problems or software incompatibility. Assignments submitted 7 days after the due deadline will not be marked, unless an extension has been granted in writing by me.

## ELECTRONIC EQUIPMENT

You are ultimately responsible for your own learning and classroom behaviour. In the spirit of collegiality, please come to class on time and do not disrupt the class with late arrivals. Please refrain from distracting yourself or others with electronic devices. Make sure your **cell phones are turned off** at the start of class. Please do not text during class. Though you may think this is not noticed, it is very distracting. If you cannot refrain from texting in class, you will be asked to leave. This also applies to inappropriate use of computers in class. Any recording of our sessions whatsoever is strictly prohibited, unless you have an approved accommodation.

Laptops are permitted in the classroom, but limited to appropriate usage - taking of notes, etc. It is inappropriate to surf the web, use social media, or play games during class. Extracurricular computing or texting is a disturbance to the people sitting around you and to me. Explicit permission for the use of a computer may be granted by the professor in the case of a documented disability that justifies its use to facilitate in-class learning.

## ACCESSIBILITY & ACCOMMODATIONS

Students with diverse learning styles and needs are very welcome in this course. You may have specific personal and/or technical requirements, or require flexibility in attending classes or meeting assignment deadlines. This may be because you are differently abled, have unavoidable responsibilities, or spiritual/religious commitments. If you have specific considerations that may require accommodation, please make it known at the beginning of the term or as early as possible, both to the appropriate unit of the University and to me, and supply all the necessary documentation.

## ABSENCE POLICY

Since this course depends in crucial ways on discussion and participation, it is important that you attend regularly (and punctually), and that you participate fully and appropriately. Attendance is required and will affect your final grade. If you attend less than two-fifths of the classes, I will ordinarily assign an N grade (failure due to noncompletion), regardless of your performance in other assignments. (Note that there are other assignments that you must complete to avoid an N grade.)

If health or personal crises arise that necessitate your absence, it is your responsibility to arrange to obtain notes or other information from class. It is up to you to take the initiative to find out what this material is. Excused absences include illness as verified by a doctor's note, death in the immediate family, jury duty, religious holidays, and participation in school sports events.

Excused absences will not include vacations, transportation problems, or employment. See

Attendance policy: <https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/attendance.html>.

## PLAGIARISM AND ACADEMIC INTEGRITY

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

*The responsibility of the institution* - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

*The responsibility of the student* - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension. It is your responsibility to understand the University's policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.

Please see the (revised) academic integrity policy: <https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html>

### COURSE EVALUATION SURVEY (CES)

I value your feedback on this course. Towards the end of the term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). 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. When it is time for you to complete the survey you will receive an email inviting you to do so. You will need to use your UVic netlink ID to access the survey, which can be done from your laptop, table, 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.

### 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 [www.uvic.ca/svp](http://www.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: [www.uvic.ca/svp](http://www.uvic.ca/svp)

### OTHER UNIVERSITY POLICIES

Assignment and final grades may be appealed. See the university policy manual for formal review process. Before applying for a formal review of a grade, you should make every effort to discuss and/or submit a written appeal about the assigned grade with me. If discussion with me fails to resolve the matter, you may appeal directly to the Chair of the department. Students must keep all written work returned to them by the instructor during the term and make any work available that forms part of the grade to be reviewed. Please note that grade changes may be higher or lower than the original grade.

Any changes to your status in the course after final withdraw dates must be made through the appropriate office. Please *check deadlines regarding course withdrawal*, as this may adversely affect the information on your transcript. It is your responsibility to add, drop, or withdraw from the course adhering to the university deadlines.

Please note: you must complete all assignments for this course. According to university policy, failure to complete one or more of the assignments will result in a grade of 'N' (incomplete) for the course. An 'N' is equivalent to a fail for your GPA.



## OTHER RESOURCES TO ASSIST YOU

Centre for Academic Communication

<http://www.uvic.ca/learningandteaching/cac/index.php>

Counseling Services

<http://coun.uvic.ca>. Remember, your well-being is more important than a singular focus on school.

Time Management and learning skills.

<http://www.uvic.ca/services/counselling/groupsworkshops/index.php>

## GRADING SCALE & RUBRIC

Passing Grade	Percentage	Description
A+ A A-	90 – 100 85 – 89 80 – 84	<p><b>Exceptional, outstanding, and excellent performance.</b> An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations.</p> <p>The very rare A+ is similar to A; the plus comes from the fact that it exceeds expectations, offers remarkable analysis, and no errors.</p> <p>A grade of A reflects work that is flawless in the basic requirements and that reflects an outstanding comprehension of the material in all its complexities and subtleties, and displays a combination of superior analytical rigour and creative original insight. The writer likely sets up an intellectually challenging project (which of course sometimes carries with it some risk) and was able to pull it off.</p> <p>Moving into the A-range requires not just comprehending the material and presenting it well, but a critical engagement with the material that captures its subtleties and demonstrates critical analytical skills. The paper has excellent organization, excellent written expression, no major errors, and demonstrates strong research skills.</p>
B+ B B-	77-79 73-76 70-72	<p><b>Very good, good, solid performance.</b> A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the students full engagement with the course requirements and activities.</p> <p>A B+ represents a more complex understanding and/or application of the course material. Solid writing skills (i.e. good syntax and no more than one or two typos). B+ is a very good grade reflecting above-average and promising work. General qualities usually include a balance between very good comprehension of the material, excellent organization of paper, excellent written expression, no major errors, meeting all basic requirements of assignment, attaining a basic level of analytical rigour, and going beyond a mere regurgitation of texts and class work.</p> <p>B reflects average/good work. It indicates a need for improvement in future work. Usually there are no major errors, and there is a good, above-average comprehension of the material – though there may be problems of written expression, or of precision, or the work amounts to a regurgitation of texts or class discussion, etc.</p> <p>B- is a below average grade which suggests some problems that needs attention.</p>

C+ C	65-69 60-64	<p><b>Satisfactory</b>, or <b>minimally satisfactory</b>. A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material, and that indicates that the students has met the basic requirements for completing assigned work and/or participating in class activities. Adequate writing skills (e.g. less than five typos, grammatical errors and or awkward sentences).</p> <p>A grade in the C range indicates some basic problems that require immediate attention and perhaps some pedagogic help.</p>
D	50-59	<p><b>Marginal</b> performance. A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree. Deficient writing skills (i.e. awkward syntax and or frequent errors).</p>
F	0-49	<p><b>Unsatisfactory</b>. F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.</p> <p>Misunderstanding of material and/or unacceptable writing skills (i.e. terrible syntax and copious errors).</p>
N	0-49	<p>Did not write examination or complete course requirements by the end of the term or session; no supplemental.</p>

## **REQUIRED COURSE READINGS**

### **1. WEEK 1**

#### **(Monday Jan 7): Introduction & Course Overview**

#### **(Thursday Jan 10): Why Race is Political in Canada**

- (CP 1) Union of BC Indian Chiefs. 2005. *Stolen Lands, Broken Promises: Researching the Indian Land Question in British Columbia*, chapter 1 on 'Dispossession & Resistance in British Columbia'. Vancouver: Union of Indian Chiefs.  
<http://www.ubcic.bc.ca/Resources/rilq.htm#axzz22iHsRRtB>
- (CP 2) Henry, Frances and Carol Tator. 2010. *The Colour of Democracy*, chapter 3: "Racism in Canadian History". Toronto: Nelson Education. Pp57-95.

### **2. WEEK 2 (Jan 14 & Jan 17): Key Definitions**

- (CP 3) Smith, Andrea. 2006. "Heteropatriarchy and the Three Pillars of White Supremacy". In *Color of Violence: the incite! anthology*, edited by Incite! Cambridge, Massachusetts: South End Press. Pp66-73.
- (CP 4) Fleras, Augie. 2014. *Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance* – Chapter 2 'Reconceptualizing Racism'. Waterloo: Wilfred Laurier University Press, pp27-53.
- (LIBRARY) DiAngelo, Robin. 2011. "White Fragility," *International Journal of Critical Pedagogy* 3: 3, 54-70.

## **THEME I: (DE)CONSTRUCTING NATIONAL TERRITORY**

### **3. WEEK 3 (Jan 21 & Jan 24): Settler Colonialism and the Dispossession of Land**

- (CP 5) Hill, Susan M. 2017. *The Clay We Are Made Of: Haudensaunee Land Tenure on the Grand River*. Winnipeg: University of Manitoba Press, 1-11.
- (CP 6) Lawrence, Bonita. 2018. "Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada". In *Racism, Colonialism, and Indigeneity in Canada: A Reader* 2<sup>nd</sup> edition, edited by Martin J. Cannon and Lina Sunseri. Don Mills, Ontario: Oxford University Press, pp.35-46.
- (CP 7) Maracle, Lee. 2015. *Memory Serves and Other Essays* (chapter "Who Gets to Draw the Maps"). Edmonton: NeWest Press, pp. 65-84.

### **4. WEEK 4 (Jan 28 & Jan 31): Spatial & Environmental Racism**

- (LIBRARY) Waldron, R.G. Ingrid. 2018. "Re-thinking waste: mapping racial geographies of violence on the colonial landscape," *Environmental Sociology* vol. 4, no. 1, 36-53.
- (LIBRARY) Murdocca, Carmela. 2010. "There is something in that water: Race, Nationalism, and Legal Violence." *Law & Social Inquiry* 35(2): 369-402.

## THEME II: WHITENESS IN/AS THE NATION

### 5. **WEEK 5 (Feb 4 & Feb 7): Manifestations of Gendered Whiteness**

- (LIBRARY) Nagra, Baljit. 2018. "Cultural Explanations of Patriarchy, Race, and Everyday Lives: Marginalizing and 'Othering' Muslim Women in Canada," *Journal of Muslim Minority Affairs* 38(2): 263-279.
- (CP 8) Jacobs, Beverley, and A. Williams. 2008. "Legacy of Residential Schools: Missing & Murdered Aboriginal Women". In *From Truth to Reconciliation: Transforming the Legacy of Residential Schools*, edited by Marlene. B. Castellano, Linda Archibald and Mike DeGagne. Ottawa: Aboriginal Healing Foundation. Pp 119-140.
- (CP 9) Green, Joyce. 2018. "From Stonechild to Social Cohesion," in *In Racism, Colonialism, and Indigeneity in Canada: A Reader* 2<sup>nd</sup> edition, edited by Martin J. Cannon and Lina Sunseri. Don Mills, Ontario: Oxford University Press, pp.169-176.

### 6. **WEEK 6 (Feb 11 & Feb 15): Racisms in a Multicultural Canada**

- (CP 10) Fleras, Augie. 2014. *Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance* – Chapter 12 'Official Multiculturalism: Anti-Racism or Another Racism?' Waterloo: Wilfred Laurier University Press, pp.243-262.
- (CP 11) Maynard, Robyn. 2017. *Policing Black Lives* (chapter on "The Black Side of the Mosaic"). Halifax: Fernwood Publishing.

## **READING BREAK February 18- February 22 (no classes)**

## THEME III: THE RACIAL & COLONIAL NATION IN AN AGE OF NEO-LIBERALISM

### 7. **WEEK 7 (Feb 25 & Feb 28): Neo-Liberalism & Indigenous Peoples**

#### **RESEARCH PAPER PROPOSAL DUE FEB 21 – SUBMIT VIA COURSESPACES**

- (CP 12) Slowey, Gabrielle A. 2009. "A Fine Balance? Aboriginal Peoples in the Canadian North and the Dilemma of Development." In *First Nations, First Thoughts: The Impact of Indigenous Thought in Canada*, Alanis May Timpson (ed). Vancouver: UBC Press, 229-247.
- (LIBRARY) Kuokkanen, Rauna. 2011. 'From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis'. *Canadian Journal of Political Science* 44 (2): 275-297.

### 8. **WEEK 8 (March 4 & March 7): Race-Making & Migrant Labour**

- (LIBRARY) Tungohan, Ethel. 2017. "The Transformative and Radical Feminism of Grassroots Migrant Women's Movement(s) in Canada," *Canadian Journal of Political Science* 50(2): 479-494.
- (LIBRARY) Jackson, Samantha and Harold Bauder. 2013. "Neither Temporary, Nor Permanent: The Precarious Employment Experiences of Refugee Claimants in Canada," *Journal of Refugee Studies* 27(3): 360-381.

## **THEME IV: MAKING & REMAKING NATIONAL IDENTITY**

### **9. Week 9 (March 11 & March 14): Securitizing the Nation-State**

- (LIBRARY) Aitken, Rob. 2008. "Notes on the Canadian exception: security certificates in critical context." *Citizenship Studies*, vol. 12, issue 4, pp381-396.
- (LIBRARY) Crosby, Andrew and Jeffrey Monaghan. 2012. "Settler governmentality in Canada and the Algonquin." *Security Dialogue* 43 (5): 421-438.

### **10. WEEK 10 (March 18 & March 21): Formations of Nation, Formations of the Nation-State**

- (LIBRARY) Andersen, Chris. 2008. "From nation to population: the racialisation of 'Métis' in the Canadian census." *Nations and Nationalism* 14 (2): 347-368.
- (LIBRARY) Paragg, Jillian. 2015. "'Canadian-First': Mixed Race Self-Identification and Canadian Belonging," *Critical Ethnic Studies* 47(2): 21-44

## **CONTESTING RACISMS AND COLONIALISM**

### **11. WEEK 11 (March 25 & March 28): Tools for Change**

#### **RESEARCH ESSAYS DUE ON MARCH 25 – SUBMIT VIA COURSESPACES**

- Abawi, Zuhra E. 2018 (May). "Factors and Processes of Racialization in the Canadian Academe," *Canadian Journal for New Scholars in Education*: 85-95.
- (LIBRARY) Coulthard, Glen and Leanne Betasamosake Simpson. 2016. "Grounded Normativity/Place-Based Solidarity," *American Quarterly* 68(2): 249-255.

### **12. WEEK 12 (April 1): Decolonizing and Resurgent Practices**

- (CP 13) Cornthassel, Jeff and Cheryl Bryce. 2018. "Practicing Sustainable Self Determination: Indigenous Approaches to Cultural Restoration and Revitalization," in *Racism, Colonialism, and Indigeneity in Canada: A Reader* 2<sup>nd</sup> edition, edited by Martin J. Cannon and Lina Sunseri. Don Mills, Ontario: Oxford University Press, pp. 233-239.
- (LIBRARY) Harper, Sarah, Anne K. Salomon, Diane Newell, Pauline Hilistis Waterfall, Kelly Brown, U. Rashid Sumaila. 2018. "Indigenous women respond to fisheries conflict and catalyze change in governance on Canada's Pacific Coast," *Maritime Studies* 17: 189-198.

### **(April 4): Wrap-up & Preparing for the Final Exam**