Instructor: Dr. Mara Marin  
Office: DTB A349  
Office Hours: Wednesday 3:00pm-4:00pm or by appointment  
E-mail: maramarin@uvic.ca (Please start subject with POLI 401/533 and give your full name.)

Course description and goals

Course Description

Race and Liberal Theory is an advanced course in political theory that focuses on issues of racial injustice and the questions they raise for liberal theory. Questions we will address include: What is (the best way to understand) racism and racial oppression? Are they affective attitudes, ideologies, or structures? Can race be understood in isolation from gender, class and settler colonialism? What are our obligations in the face of racial injustice?

Learning Outcomes

At the end of this class you will able to recognize key concepts and articulate their meaning and their theoretical role. You will also be able to recognize, reconstruct and evaluate complex arguments about the meaning of race and racism, the role of race in structuring social reality, and the nature of racial injustice. Finally, you will be able to advance your own arguments on these topics, in both written and spoken form.

More specifically, this class has two types of learning outcomes: skills and content.

In terms of skills, in this class you will develop your ability to:

- Read carefully complex texts on issues of race.
- Recognize, reconstruct and evaluate critically arguments in these texts.
- Construct and advance your own arguments.
- Present your arguments in class and support them in response to criticism from your peers.
- Listen to your peers’ arguments, connect your ideas to theirs, and advance your arguments in dialogue with them.
- Develop your ability to articulate a researchable question and to conduct research on it.

In terms of content, in this class you will:

- Become familiar with central concepts, problems and arguments in the literature on race
- Develop your ability to apply these concepts to real cases, both current and historical and to identify in current events problems highlighted by the political theoretical literature on race.

The assignments are designed to give you the opportunity to practice these skills.
Required Texts

The following book is available for sale at the University Bookstore (uvicbookstore.ca/contact):


The following three books are available through the University of Victoria Library website:


All the other readings are available on the Course Space website. To save on your costs there is no coursepack, so please be sure to download all the required readings and bring the texts we are discussing to each class.

Course Requirements

- Attend all classes. Arrive on time.
- Complete all readings by the assigned date. Bring your copy of the text to class along with paper and a pen or pencil.
- Submit six “quote and comments” on the course website.
- Make a class presentation once during the semester.
- Come prepared to discuss the reading requirement and to contribute your own ideas about it to class discussion.
- Contribute to a respectful academic environment by listening to the comments of others and refraining from unrelated conversation.

Class Format

- Class meetings will be discussion-based. You are required to attend all the classes and to be prepared to participate in the discussion of the readings for each class.

Laptops and other electronic devices

The use of phones is not allowed in class. They must be turned off and stored in your bag during class. Laptops and tablets are allowed EXCLUSIVELY FOR THE PURPOSE OF ACCESSING THE READINGS AND, IF NECESSARY, FOR TAKING NOTES. It is recommended that you take hand-written notes, as research shows that taking hand-written notes supports learning better than electronic note-taking. However, as advanced students, you know best what supports your learning, so you are allowed to make your own decisions regarding the best way to take notes in this class. However, you are not allowed to use your table or computer for surfing the internet. Hence, your WiFi MUST be switched off during the entire class. Whenever possible, please use a tablet rather than a laptop to access the readings.
Evaluation

There are FIVE components of your final grade in this class: class participation (15%), class presentation (15%), argumentative paper (25%), research paper proposal (15%), research paper (30%).

1. Class participation: 15% of the final grade. Students are expected to attend class with the text and their notes, ready to discuss the reading assignment, and raise questions about it. Your participation grade will take into account your attendance record, your participation in class discussion and group work, and a biweekly ‘quote and comment’ (Q&C).

- **Attendance** is mandatory. Missing class will seriously affect your participation grade. You will be allowed TWO unexcused absences during the semester. **Having more than two unexcused absences will result in a failing grade for the class.** An attendance sheet will be circulated at the beginning of the class. Make sure to sign it EVERY time IN YOUR OWN HANDWRITING. DO NOT SIGN ANYONE ELSE’S NAME FOR ANY REASON WHATSOEVER.

- **Class participation.** A good contributor to class discussion takes part in the discussion of the texts in a way that advances class discussion by listening to, taking into account and building upon other views expressed in class, offering reasons for her/his views, and keeping to the point. She/he also participates in group discussion and any other in-class exercises.

- **Quote & Comment (Q&C).** To facilitate class participation, you are invited to submit 6 “quote and comments” during the semester. PLEASE SIGN-UP FOR YOUR Q&C DATES DURING THE FIRST CLASS. To submit your Q&C, choose a short quote that you take to be important to the reading for that day and type up both your quote and your comment. Your comment should paraphrase the quote (i.e. explain in your own words what the quote means) in argumentative form (i.e. explaining what thesis the paragraph advances and what reasons, if any, the text brings to support that thesis). Your quote can be anywhere between one sentence and one paragraph. Your comment should be AT MOST 250 words. Your Q&C is due on Course Spaces by 12pm on the day before the class and a printout is due in class. **In order to receive a grade for your Q&C you have to attend that class, be prepared to discuss your comment in class and submit the printout at the end of the class.**

2. Class presentation: 15% of the final grade. Each student will make a short (7-10 minute) class presentation. Your presentation must make an argument on a clear thesis and should focus on a PARTICULAR ASPECT of the reading for the day, rather than its overall claims. For example, your presentation could focus on a key concept, could reconstruct a particular argument, could engage with a particular claim and the reasons offered for it, or could focus on a problem raise by a text. **PLEASE MAKE SURE TO SIGN UP FOR A DATE for your presentation. YOU NEED TO RECEIVE MY FEEDBACK ON YOUR PRESENTATION PLANS AND REWRITE YOUR PRESENTATION IN LIGHT OF IT BEFORE MAKING THE PRESENTATION IN CLASS.** To this end, you need to send me your presentation by 12pm the day before your presentation. I will give you feedback by 5pm that day, so you can integrate it in the final presentation. Presentation guidelines are available on Course Spaces. **Make sure to read them carefully before you start planning your presentation.**
3. **Argumentative paper** (DUE on February 15 at 12pm, 1200-1500 words): 25% of your final grade. Each student must write a short argumentative paper. An argument is a set of reasons supporting a thesis on a particular question. The questions for the paper and more detailed instructions will be distributed in advance. Your paper has to state a clear thesis, develop an argument in support of that thesis, advance ONE objection to that argument and ONE reply to that objection. In this paper you are NOT supposed to discuss or draw on any materials beyond the required readings for the class. This paper must be submitted on Course Spaces by 12pm on Friday, February 15 and, IN ADDITION, a hard copy has to be dropped in the Department of Political Science (in the drop box marked “Marin”) **by 3pm the same day**.

4. **Research paper proposal** (DUE on March 8 at 12pm): 15% of your final grade. Your proposal should consist of 1-3 paragraphs (max. 1 page) explaining the **main question or problem** you plan to address in your paper AND an annotated bibliography listing between seven and ten journal articles, books, or book chapters that address that question. Your research question should be related to the topics covered in class. Your bibliography should not include texts that are required reading for this class. You will need to go to the library to find these additional sources. Make sure to explain how each item on your annotated bibliography list contributes to our understanding of the question you want to address in your final paper. IT IS A VERY GOOD IDEA TO COME TALK TO ME ABOUT YOUR TENTATIVE QUESTIONS AS YOU PREPARE YOUR PROPOSAL. Your proposal should be submitted on Course Spaces by 12pm on Friday, March 8 and, IN ADDITION, a hard copy has to be dropped in the Department of Political Science (in the drop box marked “Marin”) **by 3pm on March 8**.

5. **Research paper** (DUE on April 24 at 12pm, 3000 – 3500 words): 30 % of your final grade. The paper is a chance to articulate a question or problem related to those covered in class that you have an interest in and to explore it in more depth by drawing on additional outside research. It involves library research.

All written assignments must be submitted online, and 12pt, double spaced, standard fonts, 1 inch margins are required. Any of the standard social science methods of referencing (footnotes, in text, endnotes) is acceptable as long as it is used consistently throughout the essay.

*To pass this course, you must pass each of the FIVE components of the course.* That is, if you fail one component you fail the course. For example, someone who writes all the writing assignments but does not attend class regularly will receive a failing grade for class participation and will subsequently fail the course. While passing each assignment is the minimum requirement for passing the course, our goal is for you to do well in every aspect of the course.

If you are sick or go through a personal emergency, please e-mail me, someone in your department or someone else you trust immediately so that we can arrange for you to do your work. If there is a conflict between course participation and religious observance, please contact me in advance.
The Writing Process
Writing is a long process that requires the writer (you) to go through several stages. Writing a good paper is a capacity that you can get better at if you practice it. This course offers you the opportunity to practice writing. I strongly encourage you to write several drafts for each essay and to revise them. It is a good idea to begin writing by making an outline of the main ideas you plan to develop in the paper. Start writing early (at least a week before the paper is due, if possible two weeks), revise, and go through several drafts for each paper. Revising involves reorganizing the material, throwing out entire paragraphs, sometimes pages; sometimes it involves starting again from scratch.

Writing Support
The Centre for Academic Communication, located on the main floor of the McPherson Library, is an excellent resource for academic and writing support. (See below for more info.)

Late work policy
In the absence of certified excuses, late papers will be penalized by a third of a letter-grade on the first day and a full letter-grade per day after that. For example, if your essay is due on Monday at 5 pm, anything you hand in after 5 pm on Monday and before 5 pm on Tuesday will start as a “A-”; anything you hand in after 5 pm on Tuesday and before 5 pm on Wednesday will start as a “B-”; etc. I will not accept an essay more than 2 days (48 hours) after it is due.

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: http://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html
Course Experience Surveys (CES)
I value your feedback on this course. Towards the end of 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. The survey is accessed via MyPage 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.

Schedule of Readings

WEEK 1 (January 9): Introduction, set-up.

I. What is Racism?

WEEK 2 (January 16): Is racism an affective attitude or a set of beliefs?

WEEK 3 (January 23): Is racism an ideology or a structure?

II. Workings of racial inequality

WEEK 4 (January 30): Racial stigma

WEEK 5: (February 6): Racial exploitation

WEEK 6 (February 13): Race and gender in the urban ghetto

Argumentative paper due on February 15 at 12pm online. A printout due in the Department of Political Science (in the drop box marked “Marin”) by 3pm on February 15.
READING WEEK (February 18 – 22): NO CLASS
WEEK 7 (February 27): The welfare of Indigenous children

III. Intersections of race, gender and labor under capitalism

WEEK 8 (March 6): Race and gender structuring citizenship
Evelyn Nakano Glenn, Unequal Freedom, Introduction, Chapters 1 and 2, and selections from Chapter 4 (pp. 93-98, 109-119).

Research paper proposal due on March 8 at 12pm. A printout due in the Department of Political Science (in the drop box marked “Marín”) by 3pm on March 8.

WEEK 9 (March 13): Race and gender structuring practices of labor
Evelyn Nakano Glenn, Unequal Freedom, Chapter 3, and selections from Chapter 4 (pp. 98-109, 119-143).

WEEK 10 (March 20): Settler colonialism

WEEK 11 (March 27): Race, gender and the critique of capitalism
Glenn Coulthart, Red Skin, White Masks: Rejecting the Colonial Politics of Recognition, Introduction.

IV. Race and solidarity

WEEK 12 (April 3)
Juliet Hooker, Race and the Politics of Solidarity” Chapters 1 and 3.

Research paper due on April 24 at 12pm on Course Spaces.
Course Policies

Course Space
This course has a Course Space site, which will be used to post a copy of the syllabus and additional course materials, such as the paper topics. You are also required to submit your written assignments on the Course Space site. To access the site you will need a Netlink ID. Please check the site early and ask Dr. Marin if you have trouble navigating it.

Email
Important information about assignments, course expectations or other matters may be sent by email. It is your responsibility to ensure that you have indicated a valid email address in your university account so you can receive these announcements. It is also your responsibility to check this email address once a day. Dr. Marin will make every effort to respond to emails in a timely manner, which generally will be under 48 hours during the week (longer on weekends). When emailing Dr. Marin, be sure to start the subject heading with POLI 300B and to include your first and last name.

Office Hours
Each week, Dr. Marin will hold office hours in which she is available to meet with you. You are strongly encouraged to take advantage of this opportunity to discuss course materials, assignments, or other questions or components raised by the course. If you have a conflict with another class, you can request another time.

Accessibility
Students with diverse learning styles and needs are welcome in this course. If you need an academic accommodation you will need to register with the Centre for Accessible Learning (https://www.uvic.ca/services/cal). Please do so as early as possible. Please feel free to go directly to the Centre for Accessible Learning or to approach Dr. Marin.

University Support and Policies
The CAC = Academic writing help + more!
Are you uncertain about how to complete your assignment? Do you need help reading difficult texts or writing your papers? At the Centre for Academic Communication (CAC), we are here to support you with understanding academic expectations, academic writing, academic reading, avoiding accidental plagiarism, and more! We offer free one-on-one tutorials, workshops, and more. More info at https://www.uvic.ca/learningandteaching/cac/index.php.
We are easy to find in the library: walk down the main hallway and turn right at the blue EDGE banner. We'll be waiting for you at the end of the hall. Questions? Contact Nancy Ami, CAC manager, at 250-853-3675 or at cacmgr@uvic.ca.
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. 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 (Sexualized violence resource office in EQHR; Sedgewick C119, 250.721.8021, svpcoordinator@uvic.ca, www.uvic.ca/svp)

Counselling Services
Your mental health is as important as your physical health. During the semester, you might feel overwhelmed, lonely, or stressed about your academic performance. You might experience a personal or family tragedy. The University provides FREE counselling services. (Check www.uvic.ca/services/counselling/ for more information).

Grading Scale
<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceed expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
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1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:
   **N GRADE**: If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.