Bodies and Power
Pol 433/533
Thursday, 10:00-12:50 pm, DTB A357

Instructor – Dr. Arthur Kroker
Office Hours: Thursday 2:45-4:00pm or by appointment
Location: SSM A333
Email: kroker@uvic.ca

Bodies and Power is a seminar focused on borderlands of the body in the 21st century, sometimes the bodies of refugees, asylum seekers and immigrants at the hardened borderlands of political states driven by white nationalist populist movements supporting narratives based on anger, anxiety and distress and, at other times, bodies which have become borderlands for the intersection of race, class and gender with larger movements of power and capital. In both cases, what is happening to the meaning of our bodies today, whether increasingly prohibited, excluded and disavowed based on race, class or gender or, for that matter, privileged for the very same reasons, brings the question of bodies and power to the forefront of contemporary politics. The seminar will begin with a substantive discussion of Harsha Walia’s important book, *Undoing Border Imperialism*, a text that reflects on issues related to border imperialism in the context of colonial displacement, race and capital circulation and that eloquently traces multiple journeys towards decolonization under the sign of “No One is Illegal.” This will be followed by a trilogy of key reflections on critical race theory and trajectories of power: Franz Fanon’s *Black Skin, White Masks*, Glen Coulthard’s *Red Skin, White Masks* and Hamid Dabashi’s *Brown Skin, White Masks*. Approached through the prism of *Undoing Border Imperialism*, we will explore this trilogy of writings by asking the unasked question: What happens to bodies and power today in a political climate increasingly driven by right-wing populist movements motivated by the fantasies, illusions and panic fear of white skin, white masks.

**Texts:**
Requirements and Grading:
As a senior seminar, Bodies and Power focuses on intense and critically engaged classroom discussions of the assigned readings as well as the presentation of research essays. Research essays (70%) should be in the range of 20-22 pages and topics should be discussed with the instructor. Participation in the seminar, presentation of commentaries on readings, and presentation of research papers will be valued at 30% of the final grade. Research essays are due: March 5th, 2020.

Seminar Schedule

January 9th: Introduction: Key Trajectories of Bodies and Power in the 21st Century

Strategies of Resistance

January 16th: Politics of Border Imperialism: Four Trajectories
-Mass displacement of colonized communities
-securitization of the border
-criminalization of migration
-racialized hierarchies of citizenship
-exploitation of migrant labour

January 23d: “No One is Illegal” in the context of the Rise of Right-Wing Populism and the politics of white anger, panic fear, economic insecurity and social anxiety

Three Theses: Critical Race Theory and Trajectories of Power

January 30th: When Power Wears the Skin of Racialization
Readings: Franz Fanon, Black Skin, White Masks (Introduction, Chapters 1,2, 3, 4)

February 6th: “I must constantly remind myself that the real leap consists of introducing invention in the world. In the world I am heading for, I am endlessly creating myself.” Theorizing Race: Fanon’s Fatal Ambiguity
Readings: Franz Fanon, Black Skin, White Masks (Chapters 5, 6, 7, 8)

February 13th: Indigenous Solidarity and the Politics of Recognition
Readings:

February 20th: READING BREAK

February 27th: The Shadow of Fanon in Red Skin, White Masks
Readings:

March 5th: “The Making of Islamophobia:” Stereotypes, Scapegoating and Empire
Readings:
Research Essays are Due March 5th, 2020

March 12th: Research Essay Presentations
March 19th: Research Essay Presentations
March 26th: Research Essay Presentations

April 2nd: Bodies, Power and the Rise of New Forms of Border Imperialism

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 EXPERIENCE SURVEY (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.
### PERCENTAGE 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, exceeds 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>
</tr>
</tbody>
</table>

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%.