

English 3A03 – Critical Race Studies – Winter 2023

Instructor: Theresa Kenney (she/her/siya)

Instructor Email: kennet1@mcmaster.ca

Class Time and Location: Wednesdays, 9:30-11:20 AM in HH 104

Office Hours: Wednesdays, virtual, by appointment

TA: Katrina Sellinger (she/her)

TA Email: sellingerk@mcmaster.ca

TA Office Hours: virtual, by appointment

TA: Maddi Chan (she/her)

TA Email: chanm73@mcmaster.ca

TA Office Hours: virtual, by appointment

Course Description: This course offers an introduction to the foundations and frameworks of Critical Race Studies and Critical Race Theory. Together we will explore scholarly theorizing and activist critiques of race, racialization, and racism all while attending to the enmeshed ongoing histories that construct and maintain such socially constructed concepts through social, institutional, and ideological practices. English 3A03 is a theory course that will provide us an opportunity to practice using critical frameworks together. We will learn how to analyze and closely read both historical and contemporary contexts of race in what we currently call North America in conversation with a range of scholarship, creative texts, and activist work on identity, race, colourism, appropriation, gender, sexuality, class, colonialism, abolition, migration, disability, diaspora, and more.

Learning Goals:

1. Develop a foundational understanding of key theoretical concepts, frameworks, and themes in Critical Race Theory and Critical Race Studies.
2. Practice Critical Race Studies methodologies and methods through assignments that strengthen close reading, critical thinking, research, reflection, citation, annotation, and essay writing skills.
3. Build connections between course content and everyday life by considering the 'livingness' of theory as praxis for racialized communities all while engaging with contributions from Black, Indigenous, and other people of colour.

Required Reading Materials:

All readings are available on Avenue to Learn (A2L).

Course Assessment and Assignments: For full assignment details, including how each will be assessed, please see the "Assignments" tab on Avenue to Learn.

Participation – 15%

UPLOADED AT END OF TERM, MARKED BY TA

Short Essay Outline Assignment – 15%

500 WORDS, FEBRUARY 8 AT 11:59PM

UPLOAD TO AVENUE TO LEARN, MARKED BY TA

Take-Home Exam – 30%

DUE APRIL 14 AT 11:59PM

UPLOAD TO AVENUE TO LEARN, MARKED BY INSTRUCTOR

Short Essay Assignment – 20%

1500 WORDS, DUE MARCH 8 AT 11:59PM

UPLOAD TO AVENUE TO LEARN, MARKED BY TA

Bonus: Self-Assessments – 3%

THROUGHOUT THE SEMESTER, AT TIME OF EACH SUBMISSION

SUBMIT TO AVENUE TO LEARN, MARKED BY INSTRUCTOR

Creative Letter Assignment – 20%

1000 WORDS, DUE MARCH 22 AT 11:59PM

UPLOAD TO AVENUE TO LEARN, MARKED BY INSTRUCTOR & TA

Class Format and Expectations: We are lucky to have the chance to learn in different settings throughout the term in this course.

Lecture: Every Wednesday morning at 9:30am, we will come together in Hamilton Hall (HH) 104 for a lecture. This 1hr50min lecture will offer a comprehensive overview and examples about the specific week's topics and readings. Unlike the readings alone, the weekly lectures will offer key takeaways and crucial context for each of the weekly topics as well as connecting the course topics across the term. Students are encouraged to attend every lecture, especially since your success on the Take-Home Exam at the end of the term will heavily depend on what you have learnt in lecture. Lectures will not be recorded. However, slides and notes will be posted to Avenue to Learn. Please note too that students are expected to engage with the course reading materials – listed below and located on Avenue to Learn – before each lecture. You should anticipate spending approximately 90 minutes preparing for the course every week.

Tutorial: Tutorials allow us to dive into the exciting contributions of the assigned texts and the expansiveness of your analytical thoughts. Consider tutorials as opportunities to explore different case studies through each week's topic through Critical Race Theory frameworks. In tutorial, you will be demonstrating a practice of Critical Race Theory analysis. Along with your Teaching Assistant (TA) and peers, you will attend tutorial weekly for 50 minutes, wherein you will be assessed on your participation (please see participation assessment details on Avenue to Learn). Tutorials rely on thoughtful participation in order to be fulfilling, which means we should all prepare to engage in the best ways that we can each class. Students are expected to engage with the materials before lecture and before tutorial. This preparation work should encourage you to bring ideas to share in tutorial every week (again, approx. 90 minutes of total prep for the course – lecture and tutorial – per week). In tutorial, we will share our questions, critiques, background knowledge, and research to generate lively, care-filled, and rigorous conversation together. If you have questions or concerns about tutorials, please speak to your TA.

Policy on missed work, extensions, and late penalties: Each assignment has a specific due date as outlined above and on Avenue to Learn. These dates are laid out to hopefully offer a sustainable workload for us all throughout the semester to meet all the assessment expectations of this course. At the same time, this course attempts to engage with disability justice frameworks that recognize the ebbs and flows of life, especially at times of crisis. Therefore, there are no late penalties applied to assignments submitted after the specified due date. I encourage you, however, to contact your TA to set up alternative submission dates for the Essay Proposal Assignment, Essay Assignment, and the Creative Letter Assignment. If you are struggling with the work or attendance and the world is too much, please reach out sooner than later. The teaching team will also check-in with you as necessary regarding assignments if there seems to be an inconsistency with submissions just to see how to support you throughout the term. **Please anticipate submitting all course assessment requirements by the end of term (April 14th).**

Email Policy: It can take between 24 to 48 hours for the teaching team to respond to emails, especially over weekends. Please be patient. We will reply as promptly as we can. Please note that unless there are extenuating circumstances, **we will not respond to emails for 24 hours before an assignment is due and we will not respond to emails for 24 hours after an assignment is handed back.**

Citation: Citational practice is an important part of Critical Race Studies. It is key to think critically about who, why, and how we cite. In this course, we will use **MLA 9th Edition** to practice our citations and formatting throughout all our assignments.

Course Reading Schedule: Please see the "Other Course Information" section of this document for more information about course readings and materials.

Week One – January 11: Introduction and Expectations

- Courtney Ahn's "A Beginner's Guide to Critical Race Theory" (6 Instagram Infographics)

Week Two – January 18: Frameworks and Foundations

- "The Origin of Race in the USA" (10 Minute Video) – youtu.be/CVxAlmAPHec
- Kimberlé Crenshaw, "The Big Idea | Kimberlé Crenshaw on Intersectionality" youtu.be/-BnAW4NyOak (6 Minute Video)
- Harsha Walia, "Moving Beyond a Politics of Solidarity toward a Practice of Decolonization" (12 Pages)

Week Three – January 25: White Supremacy

- bell hooks, "bell hooks on interlocking systems of domination" (4 Minute Video) - youtu.be/sUpY8PZlgV8
- Cheryl Harris, excerpts from "Whiteness as Property" (13.5 Pages)

Week Four – February 1: Systems and Structures

- Eve Tuck & K. Wayne Yang, excerpts from "Decolonization is not a metaphor" (7 Pages)
- Lisa Lowe, excerpts from *The Intimacies of Four Continents* (16 Pages)

Week Five – February 8: Metrics and Rubrics – Part I

- Alicia Elliot, "Canada grapples with a charge of 'genocide.' For Indigenous people, there's no debate" (4 Pages)
- Tamara Starblanket, excerpts from "The Colonizer's Way of Genocide" (8 Pages)

Week Six – February 15: Metrics and Rubrics – Part II

- Edward Said, "Preface (2003)" to *Orientalism* (13 Pages)
- Zakiyyah Iman Jackson, "Outer Worlds: The Persistence of Race in Movement 'Beyond the Human'" (3.5 Pages)

Week Seven – Reading Week – No Lecture – No Tutorials

Week Eight – March 1: Care Work and Disability Justice

- Leah Lakshmi Piepzna-Samarsinha, excerpts from *Care Work* (20 pages)
- Sara Jama, "The Need to Root Disability Justice into Movements" (12 pages)

Week Nine – March 8: Abolition and "ACAB"

- Ruth Wilson Gilmore, excerpts from "Race and Globalization" (18 Pages)
- Rai Reece, "Carceral Redlining" (5 pages)
- "Evolution of Law Enforcement" (14 Minute Video) – youtu.be/flx67DzLgUU

Week Ten – March 15: Decolonial Desires

- Omise'eke Natasha Tinsley, "Black Atlantic, Queer Atlantic" (21 Pages)
- Daniel Heath Justice, excerpts from "How Do We Behave As Good Relatives?" (10 Pages)

Week Eleven – March 22: Yellow Peril and Asian Lives

- Catherine Ceniza Choy, "Introduction: The Multiple Origins of Asian American Histories" (15 Pages)
- Michelle Zauner, "Crying in H-Mart" (Blog)

Week Twelve – March 29: Proximities and Privilege

- José Esteban Muñoz, "Feeling Brown" (15 Pages)
- Rinaldo Walcott, "The End of Diversity" (15 Pages)
- Kim TallBear, "Indigenous 'Race Shifting' Red Flags" (Blog)

Week Thirteen – April 5: Resistance and Refusals

- Audre Lorde, "The Uses of Anger" (7 Pages)
- Cherrie Moraga, "Enough Is Enough" (11 Pages)

Week Fourteen – April 12: Hope and Horizons

- Ejeris Dixon and Leah Lakshmi Piepzna-Samarsinha, excerpts from *Beyond Survival* including a piece by adrienne maree brown (15 Pages)
- Kai Cheng Thom, "I Hope We Choose Love: Notes on the Application of Justice" (8 Pages)

Content Warning, Accessibility, and Classroom Spaces: This course explores the complexities of race historically and contemporarily. The chosen readings attempt to engage with Black, Indigenous, and other people of colour whose writing and activism discusses a range of topics including racism, colonialism, war, slavery, racial profiling, genocide, police brutality, sexual practices, imperialism, (intergenerational) trauma, ableism, saneism, violent death, etc. Due to the overlapping nature of these topics, this course will not provide specific content warnings for each reading on the syllabus. These materials and contexts can be emotionally overwhelming to engage with, especially for those of us with much closer proximities to these racialized experiences. We may feel joy. We may feel angry. We may feel excited. We may feel uncomfortable. We may feel sad. We may feel awkward. We may feel loved. We may feel guilty. These are all feelings that are important to learning and engaging with different authors, genres, and (con)texts across Critical Race Studies. And since everyone brings different knowledges and capacities to a classroom setting each time, I encourage all of us to participate in ways that are respectful, empathetic, self-aware, and mindful of the lecture and tutorial dynamic and your place in it all while practicing the important work of critique and collaboration. At the same time, it is my role as your instructor to provide challenging, but accessible content for each of us to engage with. My aim is to provide an anti-colonial and accessibility-centered course, which can be modified further based on your individual accommodations. If you have questions about the readings, accommodations (with or without documented disability), or if you find yourself feeling overwhelmed by the course materials/discussion at any point in the term, please reach out to your TA or me.

Supports for Students on Campus and in Hamilton: "Care" is a key concept in our course. It is important to take care of ourselves to do our best in and outside of school. And we can find different kinds of care for ourselves through our networks on campus and in Hamilton. I encourage you to reach out to these resources as you need throughout the term:

Student Wellness Centre - wellness.mcmaster.ca

Student Accessibility Services - sas.mcmaster.ca

Sexual Assault Centre (Hamilton and Area) SACHA - sacha.ca

McMaster Community Fridge - instagram.com/mcmastercommunityfridge

Please Note the Following Policies and Statements:

Academic Integrity: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>. The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection: Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Courses with an On-Line Element: Some courses use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Conduct Expectations: As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community

members, whether in person or online. It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students with Disabilities: Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca e-mail to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

Email correspondence policy: It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from each student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

Modification of course outlines: The University reserves the right to change dates and/or deadlines etc. for any or all courses in the case of an emergency situation or labour disruption or civil unrest/disobedience, etc. If a modification becomes necessary, reasonable notice and communication with the students will be given with an explanation and the opportunity to comment on changes. Any significant changes should be made in consultation with the Department Chair.

Request for Relief for Missed Academic Term Work: McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO): Students requiring academic accommodation based on religious, Indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording: Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and

artistic work, including lectures by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances: The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

