



McMaster School of Social Work
SW 4C03: Racism and Social/historical/Political Marginalization
Fall 2015, September 8 – December 8
Class: Thursdays, 7-10pm

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Social Work 4C03: Racism and Social Marginalization in Canadian Society

COURSE DESCRIPTION

This course involves critical analysis of the construction of social relations in Canadian society. Students will have the opportunity to examine variables such as race, ethnicity and cultural specificity in the social ascription and adaptation process.

COURSE OBJECTIVES

This course examines the social, historical and political contexts of racism in Canadian society. Concepts such as race, orientalism and racialization will be explored through various theoretical frameworks including post/anti/neocolonial and decolonizing studies, critical race theory, Indigenous studies, African studies, analyses of whiteness and antiracism/anti-oppression. This course will also draw from a wide range of theoretical, policy and practice literature from social work, education, sociology, political science, cultural studies, philosophy and others. Responses to racism and its contributors/collaborators, accomplices and interlocutors (including ourselves) will also be examined.

The course is taught from a theoretical perspective compatible with the school's philosophical statement as follows:

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

In this course you will learn:

- To appreciate the *material* effects of social, historical, and political racial marginalization in Canada
- To appreciate and understand the instability of *symbolic* essentialized, homogenized and stratified identities/constitutions/representations of race.

- To expand our understanding of the *structures* of difference upon which racism operates.
- To more deeply respect that race, gender, class, sexual orientation, ability, nationalism, capitalism imperialism and colonialism can seldom be held as separate entities as they often have been historically established in a confluence and remain fused together today.
- To present a critical appraisal of government policies and service delivery in response to racism and related concerns.
- To explore effective strategies and approaches of service delivery and actions that are related to racialized groups and communities.
- To develop a critical understanding of human services' professional responsibility and all people's personal responsibility for ethically mediating structural racism.

COURSE TEXTS

Das Gupta, T., James, C.E., Maaka, R.C.A., Galabuzi, G., & Andersen, C. (Eds). *Race and racialization*. Toronto: Canadian Scholar's Press.

Links to electronically available course readings will be posted on course website (Avenue 2 Learn)

METHOD OF INSTRUCTION:

This course will use a variety of adult education approaches including group discussion, case studies, group presentations, and short lecture formats.

- Students are expected to read all the assigned readings PRIOR to coming to class. Therefore, students should come to class having prepared notes and some questions pertaining to course readings and be READY TO DISCUSS. Students may add to these notes in the course of class discussions.
- Students are expected to mutually respect all class members, including guests to the class. Such respect is paramount. We will have an opportunity to discuss this during our first class.

ASSIGNMENT DESCRIPTIONS

Participation: 10% this includes, readings, group, in class and assignment participation

Assignment 1: Reflection paper on Colonization and Racism

Percentage of Grade - 20 %

4 Pages in Length- DUE: October 22, 2015

- This assignment builds upon a film which we will be viewing in class. After viewing the film, please write a critical self-reflective paper about your experience of viewing the film. In this paper, you may explore your own personal ethnic and/or racial identity (identities) reflecting on concepts discussed in the course such as race, colonialism, ethnicity, social location, assimilation, marginalization, dominant conformity, privilege, power, etc. Limit your choices to 2-3 of the above concepts.
- Some questions to address when exploring the above include: How does my own social location/subject position/confluence impact on my viewing of the film? How do I feel about the film? What aspects of my life have prepared me for viewing and interpreting such a film? What aspects of my life did/do not prepare me for viewing such a film? What relevance does this film have to social justice work? What might I do with this knowledge?
- Please conclude the paper by discussing some responses or actions you will employ or adopt in the future given your viewing of the film, discussions related to the course content and your learnings.
- The assignment will be marked with focus on the following:
 1. The complete fulfillment of the requirements identified above especially clear elaboration of chosen course concepts
 2. The clarity, coherence, and orderliness of presentation
 3. Depth of critical analyses
 4. Adherence to the 4 page limit
 5. Correct spelling and grammar
 6. Conformity to academic style with appropriate referencing

Assignment 2: Group Readings Presentation and Facilitated Discussion

Percentage of grade: 35% – 20% will be group grade and 15% individual grade

Sign up will be first day of class for classes/readings from October 1-December 3.

- The class will be divided into groups of 5-6 students each. Each group will be assigned a reading. The groups will be formed on the first day of class. It is expected that each group will meet to discuss the reading, to prepare the presentation and select the questions that will be presented to the larger class. It is also expected that all members of the group actively participate in the planning, organizing and delivery of the presentation.
- For the group presentation, you are asked to:
 1. Summarize the main issues, questions, arguments presented in the assigned reading.
 2. Creatively and critically raise issues, questions, arguments that were generated by the article. (You may include audio visual materials, illustrate with scenarios, debates, etc.).

3. Engage the class with discussion. This should be a key component of your presentation
 4. Synthesize or summarize your presentation and class discussion as it relates to the interplay of ethnicity and race themes.
- Please keep in mind that students arrive to class with the readings already done; therefore it is not necessary or recommended that students spend a lot of the class time describing or explaining the reading(s). In other words, it is not recommended or necessary that students lecture on the readings.
 - Rather, the objective of your presentation is to generate discussion on the topics raised in the reading. You may utilize questions to pose to the class to stimulate student engagement and discussion. The questions are not intended to produce easy answers or definitive solutions. Rather the questions should try to open up discussion and conversations with your peers. Usually queries that seem to produce open discussion are questions which engage with key themes, contradictions, tensions, dynamics, concerns and/or issues raised by the readings.
 - Each group is required to submit to the instructor a typewritten copy of your questions on the day of your facilitation.
 - The duration of the group presentation and facilitated discussion will be about 1 hour.
 - Presentations will be assessed based on content and presentation effectiveness. All presentations will be peer evaluated using a rubric provided by the instructor.
 - The individual grade will be based on a 3-page paper that each group member will individually prepare and submit on the day of their group presentation. The hand-in will:
 - 1) detail the individual's contribution to the group presentation
 - 2) and reflect upon the individual's personal experience of the presentation group with critical focus on ethnicity, race, and other course concepts.

This is not a discussion of the topics raised in the reading but rather a reflection on working with the reading with your presentation group i.e., debates generated among group members, and perspectives analyzed using course concepts. Cite any references to course material used.

*For example, this may include a reflection on HOW your own confluence/subject position/social location impacted your perspectives of the presentation topic and how or why this was the same or different than other perspectives offered in your group. This might also include a reflection on a particular debate generated by the topic and how those might be explained using course concepts i.e., confluence, racialization, orientalism, colonial classification, etc.

Group assignments will receive a common grade for all the group members (i.e. all members of that group will receive the same group grade). All members of the group are expected to actively participate to ensure the success of the presentation. It is the entire group's responsibility to facilitate and ensure the full participation of all members, assignments that are incomplete or compromised because of a lack of participation or groups disbanding will be the responsibility of the entire group. In very rare circumstances, the instructor may adjust the grade of individual group members based on a lack of participation in the group process, or based on excluding

someone in the group from full participation in the group.

Student Accessibility Services can be contact by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. See more about this on page 11. Students can discuss with the instructor ways accommodations can be built into a proposed group process so that such assignments are viable for them. If you have accommodation requirements/requests, but are unsure how to participate as a result of accommodation related issues, please meet with the instructor or contact accessibility services to discuss ways to make this possible.

Assignment #3 – Critical Essay

Percentage of overall grade: 35% (individual grade)

Due:

- 1. Early submission- November 26, 2015: (grade provided with feedback from the instructor)**
- 2. Late submission December 3, 2015 (grade provided with no/limited feedback)**

- Students are required to write a critical essay on a topic of interest, which is related to issues, concerns, responses, debates, and/or concepts/theories which are raised in the course. The length of the paper is to be 8 pages maximum (double spaced) plus references. Please use at least 10 refereed sources.
- The assignment requires that you explore a social issue relating to an ethnic or racialized group in Canada and consider and describe implications of your analysis for social justice practice.
- In the assignment students should:
 1. Briefly detail the origins, history, and demographic of the ethnic or racialized group in Canada
 2. Explore significant social issues that have emerged in relation to the ethnic or racialized group (internal to the group or in the course of its relation to the dominant society)
 3. Explore the meaning and effects of concepts learned in the class through application upon and reflection on the ethnic or racialized group's experience in Canada
 4. Demonstrate awareness of relevant theoretical frameworks
 5. Discuss implications of your analysis for social justice practice with the group and for other groups (generally- no need to address every groups individually).
- The assignment will be marked with focus on the following:
 1. The complete fulfillment of the requirements identified above especially clear elaboration of course concepts and effective application of these in the chosen context
 2. The clarity, coherence, and orderliness of presentation
 3. Depth of critical analyses
 4. Adherence to the 8-10 pages limit
 5. Correct spelling and grammar
 6. Conformity to academic style and appropriate referencing

Course Schedule and Readings:

September 10, 2015

Intro

Hooks, Bell, (2003). *Talking Race and Racism in Teaching Community – A Pedagogy of Hope*, (pp. 25-40) Routledge New York.

James, Carl E. (2003) *Constructing Cultural Identities in Seeing Ourselves – Exploring Race, Ethnicity and Culture* (3rd ed.) (pp. 25-58) Thompson Publishing Inc. Toronto

Joseph, A.J. (2015). Beyond intersectionalities of identity or interlocking analyses of difference: confluence and the problematic of “anti”-oppression. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 4(1), 15-39.

September 17, 2015

Racism in Canada

Dua, E., Razack, N., & Warner, J. N. (2005). Race, racism, and empire: Reflections on Canada. *Social Justice*, 32(4), 1-10.

Bannerji, H. (1996). “On the Dark Side of the Nation: Politics of Multiculturalism and the State of “Canada”” AKA “RUDHRO, DON’T FORGET TO BRING SAMOSAS TO THE ‘WE LOVE MULTICULTURALISM’ PARTY!” Trent University. Retrieved May 26th, 2014 from <http://rudhro.wordpress.com/2011/06/03/on-the-dark-side-of-the-nation-politics-of-multiculturalism-and-the-state-of-canada-written-by-himani-bannerji/>

Film: Speakers for the Dead
<https://www.nfb.ca/playlist/anti-racism-films/>

September 24, 2015

Colonial classification

Banton, M. (2007). The classification of races in Europe and North America: 1700-1850. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 15-30). Toronto: Canadian Scholar’s Press.

Said, E. (2007). Latent and manifest orientalism. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 45-55). Toronto: Canadian Scholar’s Press.

Hall, S. (2007). The west and the rest: Discourse and power. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 56-60). Toronto: Canadian Scholar's Press.

October 1, 2015

Critical Race Theories

Ortiz, L., & Jani, J. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education*, 46(2), 175-193 (CK)

Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2), 245–261.

Whiteness

Badwall, H.K. (2014). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, [s.l.], v. 3, p. 1–23.

Leonardo, Z. (2004). The Color of Supremacy: Beyond the discourse of 'white privilege'. *Educational Philosophy and Theory*, Vol. 36, No. 2, 137-152

Hughey, Matthew W. (2010) "The (dis)similarities of white racial identities: the conceptual framework of 'hegemonic whiteness'", *Ethnic and Racial Studies*, 33: 8, 1289 — 1309.

October 8, 2015

Race/racism in daily life: popular culture, employment, education

Essed, P. (2007). The integration of racism into everyday life: The story of Rosa N. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 209-216). Toronto: Canadian Scholar's Press.

Solomos, J., & Back, L. (2007). Race, racism and popular culture. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 247-256). Toronto: Canadian Scholar's Press.

Teelucksingh, C., & Galabuzi, G. (2007). Working precariously: The impact of race and immigrant status on employment opportunities and outcomes in Canada. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 202-208). Toronto: Canadian Scholar's Press

Dei, G. S. (2007). The denial of difference: Reframing anti-racist praxis. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 188-198). Toronto: Canadian Scholar's Press.

October 15 OFF- MID TRM RECESS

October 22, 2015

***Reflection paper on Colonization and Racism DUE**

LGBT and race

Berube, A. (2007). How gay stays white and what kind of white it stays. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 363-372). Toronto: Canadian Scholar's Press.

Hamilton, K. (2010). Colonial legacies, decolonized spirits: Balboa, Ugandan martyrs and AIDS solidarity today. *Journal of Bisexuality*, 10(1/2), 121-136

Ableism/disability and racism

Dolmage, J. (2011). Disabled upon arrival: The rhetorical construction of disability and race at Ellis Island. *Cultural Critique*, 77, 24-69.

McLaren, A. (1990). *Our own master race: Eugenics in Canada, 1885-1945*. Toronto: Oxford University Press. Chapter 1.

October 29, 2015

First nations, indigeneity and racism

Haig-Brown, C. (2007). Resistance and renewal: First Nations and Aboriginal education in Canada. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 168-178). Toronto: Canadian Scholar's Press.

Du Bois, W.E.B. (2007). Of our spiritual strivings. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 144-148). Toronto: Canadian Scholar's Press.

Child Welfare and racism

Pon, G., Gosine, K., Phillips, D., (2011). Immediate response: addressing anti-native and anti-black racism in child welfare. *International Journal of Child, Youth and Family Studies*, 3 & 4, 385-409.

Knott, T., Giwa, S. (2012). African American Disproportionality Within CPS and Disparate

Access to Support Services: Review and Critical Analysis of the Literature. *Residential Treatment for Children & Youth*, 29, 219–230.

November 5, 2015

Mental Health madness and racism

Kanani, N. (2011). Race and madness: Locating the experiences of racialized people with psychiatric histories in Canada and the United States. *Critical Disability Discourse / Discours Critiques dans le Champ du Handicap*, 3, 1-14.

Metzl, J. (2009). *The protest psychosis: How schizophrenia became a black disease*. Boston, MA: Beacon Press. Preface.

Fernando, S. (2010) *Mental Health, Race and Culture*, third edition. Palgrave Macmillan, Basingstoke. Introduction and Chapter 4.

November 12, 2015

Health & welfare and racism

Brondolo, E., Gallo, L. C., & Myers, H. F. (2009). Race, racism and health: Inequities, mechanisms, and interventions. *Journal of Behavioral Medicine*, 32, 1–8.

Nestel, S. (2012). Colour coded health care: The impact of race and racism on Canadians' health. *Wellesley Institute*. Retrieved October 2, 2013 from <http://www.wellesleyinstitute.com/wp-content/uploads/2012/02/Colour-Coded-Health-Care-Sheryl-Nestel.pdf>

O'Connell, Anne. (2013). The Deserving and Non-deserving Races: Colonial Intersections of Social Welfare History in Ontario. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, [S.l.], v. 2, p. 1-23,.

November 19, 2015

Gender, Law and space and race

Hudson, B. (2006). Beyond white man's justice: Race, gender and justice in late modernity. *Theoretical Criminology*, 10(1), 29-47.

S. Razack, (2000). Gendered racial violence and spatialized Justice: The murder of Pamela George. *Canadian Journal of Law and Society*, 15(2), 91-130.

Razack, S. (2007). When place becomes race. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 74-82). Toronto: Canadian Scholar's Press.

November 26, 2015

Race and Time

Johannes Fabian, *Time and the Other: How Anthropology Makes its Object* (New York: Columbia University Press, 1983). Selections.

Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton: Princeton University Press, 2007 [2000]). Introduction.

Decolonizing race

Lawrence, B., Dua, E. (2005). Decolonizing antiracism. *Social Justice*, 32,(4), 120-143

Sharma, N., & Wright, C., (2008). Decolonizing Resistance, Challenging Colonial States. *Social Justice*, 35, (3), 120-137.

December 3, 2015

CRITICAL ESSAY DUE

Responses to race and racism

Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. *Journal of Progressive Human Services*, 20, 59–71.

Lloyd, C. (2007). Anti-racism, social movements and civil society. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 339-349). Toronto: Canadian Scholar's Press.

Gilroy, P. (2007). Identity, belonging, and the critique of pure sameness. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 280-292). Toronto: Canadian Scholar's Press.

Smith, L.T. (2007). Imperialism, history, writing, and theory. In T. Das Gupta, C.E. James, R.C.A. Maaka, G. Galabuzi, & C. Andersen. (Eds). *Race and racialization* (pp. 328-338). Toronto: Canadian Scholar's Press.

Student Responsibilities

Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.

In the past student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.

Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

Privacy Protection (FIPPA statement)

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope with assignments for return by mail;
4. submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

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.

Academic dishonesty is to knowingly act or fail to act in a way that result 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. It is the student's responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty:

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

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contact by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Email communication

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Assignment Submission & Grading

Late assignments will be penalized 5% of the grade for that assignment for each day or part thereof for which they are late (weekends count as one day). All assignments must be submitted before a final course grade will be issued.

Do not use report covers or binders for assignments (such papers will not be accepted for grading because these covers create bulk that is difficult to manage).

Course Modifications

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.