

Racism and Anti-Racism in a Global Context

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Office Hours: Wednesdays 11:00-1:00
and by appointment

CES 446
Todd 307
MWF
10:10-11:00
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This course offers an introduction to racism and anti-racism in a global context. As such, it seeks to provide a comparative perspective on racial politics. It details the historical development and global scope of racial hierarchies and ideologies as well as efforts to combat them. Readings and discussion focus on the USA, Japan, Indonesia, Germany and South Africa. Students will write research papers on the racism and anti-racism another country.

Learning Goals

This course will enhance student capacities to

1. grasp and grapple with the scope and significance of racism as well as effort to combat it;
2. locate themselves within the racialized global terrain;
3. explain the fundamental social forces, political arrangements, and historical conditions shaping the evolution and expression of racism and antiracism;
4. identify the core concerns and central debates in the study of racism and antiracism;
5. critically appraise expressions of racism as reflective of power and ideology and emergent from the interplay of worldview and world events;
6. distinguish the similarities and differences among forms of racism in distinct cultural contexts;
7. interpret primary sources; make sense not only of ideas and arguments in texts, but also of the contexts in which they were produced and circulated;
8. identify and think critically about problems; synthesize ideas, evidence, arguments, and knowledge to innovatively produce original analysis, ideas, and solutions;
9. determine information needed, access information efficiently, and use information effectively in course assignments;
10. communicate concepts, arguments, and beliefs coherently.

Required Texts

All of the following books are required for this class. They are available for purchase at the Bookie or Crimson and Grey. Copies may also be obtained online.

Alistair Bonnet, *Anti-Racism*.

Michael McDonald, *Why Race Matters in South Africa*.

Damani Partridge, *Hypersexuality and Headscarves*.

L. Ayu Saraswati, *Seeing Beauty, Sensing Race in Transnational Indonesia*.

Howard Winnant, *The New Politics of Race: Globalism, Difference, Justice*.

In addition, supplemental readings will be available online or as handouts.

Expectations and Policies

This course emphasizes active learning. It stresses discovery, analysis, and application through listening talking, reading, reflecting, and writing. It sets aside lecturing in favor of interaction and discussion. Given the subject of the class, our explorations demand respect and sensitivity; open and honest communication is essential to understanding. All participants are expected to come to class prepared, to be engaged and open once in class and to contribute to our ongoing discussions. A few points of etiquette warrant reiteration:

Treat others with respect and courtesy.

Show up to class on time. Students arriving late or leaving early disrupt the class and should not anticipate receiving credit for attendance.

Do the readings and assignments.

Do not have private conversation in class.

Do not read the paper or work on assignments for other classes.

Turn your cell phones off. Stow your laptops.

This is a reading intensive, discussion oriented class, thus I expect each student to carefully read and think critically about the assigned readings and come to class prepared to actively participate in class discussion, group activities, and individual writing assignments. Student participation will be evaluated on quality as well as quantity. If

you remain quiet throughout the semester or rarely express yourself, you can expect to your participation grade to suffer accordingly. Of course, one cannot participate, if s/he does not attend class. Students are expected to attend every class and will be awarded points for each day that they do. Missing class for legitimate, documented reasons will be excused; oversleeping, job interview, work, dental visit and the like are important to be sure, but not legitimate reasons to miss class.

Office Hours

As noted above, I will hold regular office hours each week (Wednesdays 11:00-1:00). Come see me if you are intrigued by something you read about for class or that was said in class and would like to read more about it. Come see me if you are puzzled or troubled about something that was said in class. Come see me if you need help with the term project, writing assignments, or readings. Come see me to talk about your grade. Come see me if you have ideas about how to make the course better.

Email

The best way to communicate with me is via email. I check it regularly and will do my best to respond within 24 hours (expect for weekends, holidays, and when I am away from campus). If you cannot make my office hours or simply find it more convenient to use electronic mail, let me know via computer what is troubling, perplexing, and/or inspiring you.

Academic Integrity

PLAGARISM OR CHEATING OF ANY KIND ON ANY ASSIGNMENT OR EXAM WILL NOT BE TOLLERATED AND WILL RESULT IN A FAILING GRADE IN THE COURSE. (Consult the WSU Student Handbook for further details). I encourage students to collaborate, study together talk about ideas raised in class with their peers, but I expect each student to do her/his own work. If ideas or words belong to another give them credit. Do not offer or accept assistance during the examination.

Access and Accommodations

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (<http://accesscenter.wsu.edu>). All accommodations MUST be approved through the Access Center. Please stop by (Washington Building, Room 217), call (509-335-3417) or send an email (Access.Center@wsu.edu) to make an appointment with an Access Advisor.

Commitment to Campus Safety

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared this Campus Safety Plan, containing a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. See: <http://safetyplan.wsu.edu/> and <http://oem.wsu.edu/>.

Requirements

Attendance (10%)

Students should attend each class, arriving before class commences and departing at dismissal. Each class period, I will award students who arrive on time, remain engaged throughout the period, and stay through the close of class points. Those who arrive late, text, surf the web, depart early, read the newspaper, have side conversations, fall asleep, etc. will receive partial or no credit for their disengagement and disrespect. Students are allowed three absences—no questions asked. Students involved with university sponsored events, those who miss class due to an illness, and others with unique circumstances should speak with me individually before or after class. Do not schedule job interviews, appointments with your dentist or advisor, or travel during our class. These are not legitimate reasons to miss class.

Participation: Be Engaged; Be Involved; Be Here Now (20%)

The success or failure of this class (both in terms of pleasure and learning) derives from the active, thoughtful, and respectful involvement of everyone. Consequently, I will evaluate students daily for their contribution to class discussions. Getting a good score for this portion of the class is not simply about talking regularly in class (although this helps). Rather, I will take into consideration what is said, how it contributes to ongoing conversations, how it engages readings, films, ideas, and peers. A few suggestions: come to class prepared; take notes on films and readings; bring questions; anticipate differing opinions; realize there is much to learn; appreciate other perspectives; be open to new ideas; treat everyone with respect.

Quizzes & In-Class Writing, Brief Assignments (20%)

To encourage discussion and foster student learning, in addition to the readings, I will regularly assign short, task-driven assignments outside of class and to write responses and/or reflections on readings and discussions in-class. Irregularly, without forewarning, and with increasing frequency if students demonstrate a failure to do the readings become apparent, I will give short quizzes (2-3 questions). All of these assignments will engage the assigned readings and are designed to encourage quality work, knowledge retention, and critical thinking.

Comparative Paper (10%)

A reflective essay assignment meant to explore students understanding of core concepts and positions taken in the readings. Due 14 February 2014.

Semester Project (40%)

Students will write a paper based on original research that applies key ideas from the course. Students will analyze racial politics in a specific country **not** discussed in class. The emphasis should be on racism and anti-racism, ideally a particular event, intervention, movement, or the like.

The final paper should be based on original research, go beyond the material presented in class, and draw upon traditional scholarly resources and (where appropriate) electronic, multimedia, and popular material. It must have an identifiable thesis, argument, or interpretation, which should be advanced across the body of the work.

Students should begin thinking of the topic of their paper early and are strongly encouraged to discuss it with me. To ensure students are making good progress and to enhance the ultimate outcome, students will complete two intermediate assignments: (1) a 250+ word proposal, summarizing the subject and scope of the project, its thesis, and its significance, will be due to me by 14 March 2014 and (2) an annotated bibliography including key sources due to me by 14 April 2014. The former is worth 5% and the latter 10% of the final grade.

Papers should run 12-15 pages (typed, double spaced with one inch margins), adhere to standard scholarly conventions, and include accepted citation (endnotes, footnotes, in-text + bibliography).

Papers are worth 25% of the final grade and will be due no later than 6 May 2014.

The final project will be evaluated for quality of content, originality of interpretation, elaboration of a coherent and cumulative account, and adherence to the stated guidelines. To breakout the rubric:

- The project applies concepts and materials from class readings and discussions.
- The project engages other writings, investigations, and studies, that is, the literature.
- The project advances a clear argument or interpretation of a core idea or thesis.
- The project offers evidence in support of its argument or interpretation.
- The project includes informative examples and clarifying illustrations.
- The project properly documents source material.
- The project format enables the fullest understanding of the content.
- The project affords insight into general and specific insights into (anti)racism.
- The paper explains the significance of the project.

Grading

Course Requirement	Percentage Value	Point Value
Attendance	10%	100
Participation	20%	200
Quizzes, Writing, Application	20%	200
Comparative Paper	10%	100
Proposal	5%	50
Annotated Bibliography	10%	200
Final Paper	25%	250
Total	100%	1000

Grades will be based on a 1000 point/100% scale.

Letter Grade	Percentage Range	Point Range
A	93-100%	930-1000
A-	90-92%	900-929
B+	87-89%	870-899
B	83-86%	830-869
B-	80-82%	800-829
C+	77-79%	770-799
C	73-76%	730-769
C-	70-72%	700-729
D+	67-69%	670-699
D	63-66	630-669
D-	60-62	600-629
F	Below 60%	0-599

Late Work

All work hand in after the due date is considered late and will be penalized a letter grade per day.

Extra Credit

There are no extra credit opportunities outside of class.

Some Guidelines

This is a class seeks to promote mutual growth and shared learning about challenging subjects. To achieve this ideal, we will have to work together, treat one another respect, and push ourselves to get beyond our comfort zones. We will encounter difficult topics and sensitive material that may at times disturb or offend. This is perhaps unavoidable given that the readings and discussions prompt us to take up themes often left silent in

our society, including race and racism, power and oppression, conflict and struggle. With this in mind, the following guidelines are meant to encourage open, productive, and reflexive conversations.

Acknowledge the existence of institutionalized forms of oppression, particularly racism, classism, sexism, and heterosexism.

Listen to others.

Create a safe environment for discussion. Think the language in which you choose to express yourself. Be aware that how you talk may impact others and their willingness to share. Avoid words that hurt, stigmatize, stereotype, or silence others.

Be respectful. Do not interrupt. Do not belittle. Treat others with the same dignity and compassion you would expect.

Be engaged. Commit yourself to the material, to getting at its political and personal implications.

Be open to others and their opinions.

Actively participate.

Read critically. Ask yourself: What is significant in this piece? What are the central arguments and what do they mean? What do they teach? How do they challenge? What feels or emotions do they evoke anger/sadness/laughter?

Reflect on your position. Recognize where you are at, that is, how your life, desires, and interpretations fit in a broader social context. Be willing to name your prejudices, ideologies, and privileges.

Resist the temptation to dismiss positions before you take them seriously.

Ground your comments in evidence.

Agree to actively work against myths and stereotypes.

Appreciate the knowledge and experience of your peers.

Avoid blaming.

Arrive on time. Leave on time.

Turn off. Tune in. Be Here Now. Before each class turn off your cellphone and other electronic devices. Stow your laptop.

Course Outline

Please note: This schedule may change in response to unforeseen circumstances.

13 Jan	Classes Begin	
15 Jan	Defining Racism	Lecture + Discussion
17 Jan	Defining Anti-Racism	Bonnett, Introduction
20 Jan	MLK Day	No Class
22 Jan	No Class	No Class
24 Jan	Racial Systems	Lecture + Discussion
27 Jan	Racial Politics	Winant, 1 + 3
29 Jan	Global Racisms	Winant, 6 + 7
31 Jan	New Imperialism, New Racism	Winant 9 + 10
03-12 Feb	Racial Politics in Indonesia	Saraswati, Selections
14 Feb	Open	Open
17 Feb	President's Day	No Class
19 Feb	Whiteness & Race: USA	Winant, 4
21 Feb	Whiteness & (Anti)Racism: USA	Hughey*
24 Feb	Anti-Racism: History	Bonnett, 1
26 Feb	Anti-Racism: Theory	Bonnett, 2
28 Feb	Anti-Racism: Practice	Bonnett, 3
03 March	TransPacific Racial Solidarities	Onishi*
05 March	Black Power in Japan	Onishi*
07 March	Blackness in Japan	Russell*
10-14 March	Racism and Anti-Racism in European Football	TBD
17-21 March	Spring Break	No Class
24-28 March	Racial Politics in Germany	Partridge, Selections
31 March	No Class	No Class
02-04 April	Racial Politics in Germany	Partridge, Selections
04-18 April	Racial Politics in South Africa	McDonald, Selections
21 April	Anti-Racist Dilemmas	Bonnett, 4
23-25 April	Anti-Anti-Racism	Bonnett, 5
28 April	End	Evaluations + Summary
30 April	Conferences	NoClass
02 May	Conferences	No Class