

## Racism and Anti-Racism in a Global Context

CES 446.1  
Fall 2015  
Place: CARP 101  
MWF: 2:10-3pm

Instructor: Rory Ong  
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Office Hrs: Wed, 3:30-5:00 pm  
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### Course Description:

This course will provide an introduction to the broad historical, social, and economic contexts around the proliferation of racism and anti-racist projects globally. It will provide an understanding of the imperial and colonial influences on the inception, production, and deployment of race, racism, and racial and ethnic conflicts globally. It will also engage with the lived conditions of contemporary international laborers who continue to work as economic slaves. The course will also provide a short history of race and racism and anti-racist strategies of resistance in the U.S. and internationally.

### Course Objectives:

*Racism and Anti-Racism in a Global Context* seeks to provide students with the critical framework to understand how traditional markers of race, racial and cultural practices, as well as institutions that deploy race or racist practices are historically, socially, and politically interrelated with empire and colonization and are global in scale. This course will give students the opportunity to examine the legacy of race and racism and their intersection with colonial powers and their oppression of colonized peoples. This history is crucial to comprehending the complexities that embed everyday international workers in indentured or enslaved conditions. This course will also present students with the critical tools necessary to interrogate those normative structures and institutions through scholarly research, narrative accounts, and documentary evidence that will expose the social, cultural, and political inequities that such a hegemonic culture creates. Finally, the course will help students to consider some of the contemporary anti-racist challenges to global practices of racism.

### Learning Outcomes:

- Gain an understanding of the imperial and colonial influences upon the inception, production, and deployment of race, racism, and racial and ethnic conflicts both in the U. S. and globally.
- Understand the social, political, economic, and global implications/consequences of the function of empire upon race, racism, racial identities, labor and work.
- Critically analyze the complex conditions and situations surrounding contemporary forms of indentured or enslaved labor.
- Recognize, identify, and articulate the current state and practice(s) of anti-racist projects, racial critique, and the interrogation of systemic institutions that reproduce the conditions for race, racism, and racial/ethnic conflict in the U.S and their global impact.

### Information Literacy:

Students will be introduced to historical, social, and political research, various search engines, and popular sites of information that will assist them in accessing the necessary academic, as well as popular media, accounts, reports, and critical understanding of immigration, citizenship, national identity, and globalization. Students will also be introduced

to Library resources specific to research regarding immigration and citizenship (Students will be required to use library resources in fulfillment of the midterm).

### Required Texts:

*Discourse on Colonialism. Aimee Césaire. (pdf available online)*  
*Black Skin, White Masks. Franz Fanón. (pdf available online)*  
*The New Politics of Race. Howard Winant. (Kindle version available)*  
*Disposable People. Kevin Bales. (Kindle version available)*  
*Anti-Racism (Key Ideas). Alastair Bonnett. (Kindle version available)*

### Course Requirements:

#### Critical Engagement

Critical engagement comprises three forms of class participation: 1) Class Discussion and Facilitation; 2) Critical engagement in the class by having read and understood the readings for any given class period, participate in class discussion, engage critical questions, inquire about peers' class facilitation, or engage with a specific point that their peers brought up during class discussion and facilitation; 3) Final Project Presentation. Critical Engagement will count toward 15% of the total grade.

#### Reading Responses

I will be providing writing prompts over the assigned readings. These may be take-home or in-class assignments. Reading responses need to be 1 page in length, typewritten and double-spaced (take home) or one page hand written (in-class). Your responses to the directed questions will help you begin exploring, formulating, and articulating the information in the course material. Reading Responses will count toward 15% of the total grade.

#### Class Discussion/Facilitation

Each student will be responsible for facilitating 1 class period of discussion. Students must present a substantive summary of 1 or 2 key issues or concepts of the course material covered for a particular day. Students should also come prepared with one or two questions/specific points of import for the class to consider about the reading. The facilitation should only take 10 minutes of class time Class Discussion/Facilitation will count toward 15% of the total grade.

#### Midterm—Annotated Bibliography

The midterm will be an annotated bibliography consisting of 8 sources from current (2008+) academic journals and/or chapters from (2008+) academic anthologies or monographs, and 2 current popular news items that address issues linked to issues of contemporary global racism; contemporary slave labor; contemporary sex-slavery; strategies of anti-racism. Each annotation must consist of at least 100 words. The midterm will count as 25% of the total grade.

#### Final Research Paper

Students will produce a Final Research Paper (10-12 typed, double-spaced pages) that critically analyzes a particular issue around global racism, contemporary indentured labor, sex trafficking, human organ trafficking, trafficking of children, international adoption?, or other topics consistent with the course (must be approved by instructor). This final research paper must 1) contextualize the issue, policy, or law through academic research—primary and secondary sources; 2) explain any competing interests and debates; 3) engage with or critique popular sentiment; 4) discuss any economic, cultural, and/or political significance of the issue; 5) provide a critical assessment of the complexity of the issue, 6) must have a bibliography of 15 sources. The final paper will count toward 30% of the total grade.

**Policies:**Grading

Grades will be averaged in the following proportions:

Critical Engagement_____	15%
Reading Responses_____	15%
Class Discussion/ Facilitation_____	15%
Midterm (annotated bibliography)_____	25%
Final Paper_____	30%

Grading Scale

100-93=A 92-90=A-	Suggests that a student's work is outstanding to excellent; The student's work reflects an engaged comprehension of the content and focus of the material and shows thoughtful insight into the complexities of the course. Students also show an attentive engagement with the course. Written work is always well written and articulated.
89-87=B+ 86-83=B 82-80=B	Suggests the student's work is very good to good; it reflects a very strong, engaged, and solid understanding of the material. Occasionally doesn't go the extra step in critical analysis. Written work is mostly well written and articulated.
79-77=C+ 76-73=C 72-70=C-	Suggests the student's work is adequate; it reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Written work is unclearly written or articulated. There may be some attendance problems.
69-67=D+ 66-60=D	Suggests the student's work shows little comprehension, applies very little effort, fails to grasp the material, is disengaged, or reveals a lack of reading, attention, and/or attendance.

Attendance

In accordance with the Student Handbook, attendance in this class is mandatory. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an assignment for a given class period, attend class anyway to avoid missing further assignments and in-class work/discussions. **Only institutional excuses will be accepted. If you have more than three (3) unexcused absences, your grade will be lowered one point for every absence thereafter.**

Extra Credit

There may be opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Unless the instructor advertises an extra credit, students must get approval from the instructor. Extra Credit assignments must relate to the course content of CES 300. Extra Credit should be in the form of a short 1-2 page review of the event, lecture, or film attended--typed and double-spaced. To receive the possible full credit, students must also make a connection in the review with the event, film, or lecture and the content of this course. **Students are allowed only 2 Extra Credit assignments.** Each Extra Credit will count 2.5 pts toward the student's overall final grade (for a total of 5 extra credit points).

### Disability Accommodations

The Department of Critical Culture, Gender, and Race Studies supports members of our community who request disability accommodations. Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

### Academic Integrity

Academic dishonesty, such as cheating, plagiarism, fabrication, and fraud, is prohibited as per the 2013-14 Student Handbook [WAC 504-26-202 <<http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-202>>]. The proper use of primary or secondary research sources and without proper citation or acknowledgment, or copying and claiming someone else's work as your own, is illegal and is not acceptable in this or any other class at WSU. Whether intentional or unintentional, academic dishonesty will result in a grade of F for the assignment in question, or a grade of "F" for the entire course. Should there be any suspicion of academic dishonesty, we will discuss the situation with you before penalties are enforced.

### Classroom Etiquette

Out of respect for your classmates and the instructor, **all cell phones must be turned off. iPods and any other devices for listening to music, podcasts, radio, or for text messaging are also prohibited in class. Unless you have a documented disability, no earphones are allowed in class. Use of computers, pads, or e-notebooks of any kind are permitted only by approval of the instructor.** Any use of these items during class will automatically result in a loss of points from the student's final grade.

### Campus Safety Plan Emergency Information

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/> to become familiar with the information provided.

### **Schedule of Readings:**

Monday, August 24: Introduction to the Course. Review Syllabus.

### **Colonialism, Empire, and Racism**

Wednesday, August 26: Video: *Racism a History: The Color of Money* (2008). <http://topdocumentaryfilms.com/racism-history/>

Friday, August 28: Video: *Racism a History: The Color of Money* (2008). <http://topdocumentaryfilms.com/racism-history/>

Monday, August 31: Discuss pp: 1-12 in Discourse on Colonization by Aimé Césaire. (pdf available on Blackboard).

Wednesday, September 2: Discuss pp: 13-24 in Discourse on Colonization by Aimé Césaire. (pdf available on Blackboard).

Friday, September 4: Video: *Racism, A History: Fatal Impacts* (2007). <http://topdocumentaryfilms.com/racism-history/>

- Monday, September 7: **Labor Day. All University Holiday.**
- Wednesday, September 9: Discuss Chpt One: “The Black Man and Language” in *Black Skin, White Mask* by Franz Fanon.  
[http://monoskop.org/File:Fanon\\_Frantz\\_Black\\_Skin\\_White\\_Masks\\_1986.pdf](http://monoskop.org/File:Fanon_Frantz_Black_Skin_White_Masks_1986.pdf)
- Friday, September 11: Discuss and Chpt Two: “The Woman of Color and the White Man” and Chpt Three: The Man of Color and the White Woman” in *Black Skin, White Mask* by Frantz Fanon.
- Monday, September 14: Discuss and Chpt Four: “The So-Called Dependency Complex of the Colonized” and Chpt Five: “The Lived Experience of the Black Man” in *Black Skin, White Mask* by Frantz Fanon.
- Wednesday, September 16: Discuss Chpt Six “The Black Man and Psychopathology” and Chpt Eight “By Way of Conclusion” in *Black Skin, White Mask* by Frantz Fanon. (changed).
- Friday, September 18: Literacy training covering annotated bibliographies, race and anti-race themes and research, academic journals, key words, search engines, etc.
- Monday, September 21: Video: *Racism, A History: A Savage Legacy*.  
<http://topdocumentaryfilms.com/racism-history/>
- What Is Anti-Racism?**
- Wednesday, September 23: Read/Discuss “Introduction” and Chpt. 1 “Roots of Resistance,” pp. 1-45 in *Anti-Racism*.
- Friday, September 25: Read/Discuss Chpt. 2 “Claiming Equality,” pp. 46-83 in *Anti-Racism*.
- Monday, September 28: Read/Discuss Chpt. 3 “Practicing Anti-Racism,” pp. 84-115 in *Anti-Racism*.
- Wednesday, September 30: Read/Discuss Chpt. 4 “Anti-Racism Dilemmas,” pp. 116-146 in *Anti-Racism*.
- Friday, October 2: Video: *Summer of Freedom*. **Midterm Due.**
- Monday, October 5: Read/Discuss “Introduction” and “One Hundred Years of Racial Politics” in *The New Politics of Race*.
- Race Politics for the Twenty-First Century**
- Wednesday, October 7: Read/Discuss “Dialectics of the Veil” in *The New Politics of Race*.
- Friday, October 9: Read/Discuss “Racism Today” in *The New Politics of Race*.
- Monday, October 12: Read/Discuss “Behind Blue Eyes” in *The New Politics of Race*.

- Wednesday October 14: Read/Discuss “Teaching Race and Racism in the Twenty-First Century” in *The New Politics of Race*.
- Friday, October 16: Read/Discuss “Babylon System: The Continuity of Slavery” and “The Modern World Racist System” in *The New Politics of Race*.
- Monday, October 19: Read/Discuss “Durban, Globalization, and the world after 9/11” in *The New Politics of Race*.
- Wednesday, October 21: Read/Discuss “Reaching the Limits of Reform” in *The New Politics of Race*.
- Friday, October 23: Read/Discuss “The New Imperialism, Globalization, and Racism” in *The New Politics of Race*.
- Monday, October 26: Read/Discuss “Racial Dualism at Century’s End” and “Conclusion” in *The New Politics of Race*.
- Wednesday, October 28: Video: *Dying to Leave (2004)*.

### Global Slavery and Indentured Servitude

- Friday, October 30: Read/Discuss Preface (2nd ed) and Chapt. 1 in *Disposable People*, pp.xv-33.
- Monday, November 2: Read/Discuss Chapt. 2 in *Disposable People*, pp. 34-79.
- Wednesday, November 4: Read/Discuss Chapt. 3 in *Disposable People*, pp. 80-100.
- Friday, November 6: Read/Discuss Chapt. 3 in *Disposable People*, pp. 100-120.
- Monday, November 9: Video: *Faces of Change (2008)*.
- Wednesday, November 11: Read/Discuss Chapt. 4 in *Disposable People*, pp. 121-148.
- Friday, November 13: Read/Discuss Chapt. 5 *Disposable People*, pp. 149-171.
- Monday, November 16: Read/Discuss Chapt. 5 *Disposable People*, pp. 171-194. **Final Research Paper Draft due.**
- Wednesday, November 18: Read/Discuss Chapt. 6 *Disposable People*, pp. 195-231.
- Friday, November 20: Read/Discuss Chapt. 7 in *Disposable People*, pp. 232-264.
- Mon-Fri, November 23-27: **Thanksgiving Break. All University Holiday.**
- Monday, November 30: Video: *Slavery a Global Investigation (2011)*.
- Wednesday, December 2: Final Project Presentations.
- Friday, December 4: Final Project Presentations.
- Monday, December 7: Final Project Presentations.
- Wednesday, December 9: Final Project Presentations.

Friday, December 11: Final Project Presentations.

Mon-Fri, December 14-18: Finals Week. No Final Exam. **Final Paper Due.**