

**POLI 4150-WA
Race, Ethnicity, and the Law
Winter 2018
Monday: 11:30-2:30 PM
Room: RB-3044
COURSE OUTLINE**

Professor: Dr. Zahir Kolia
Office: Ryan Building 2033
Office Hours: Friday 1:00-2:00 pm
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Course Description:

The course aims to critically examine the relationship between race, ethnicity, legality, and society at large. In this regard, the course conceptualizes law as a site of power that organizes political relations via forms of human and cultural difference. Drawing from Critical Race Theory, we will question the role of legality in the production and maintenance of racialized forms of oppression. Additionally, we will investigate the vexing nexus between race and forms of police violence, surveillance technologies, national security measures, and international humanitarian law. In doing so, we will cover dynamic frameworks that examine concepts such as, neoliberalism, settler colonialism, DisCrit, homonationalism, and femonationalism. While providing an opportunity to examine contemporary transformations in study of law, this course will also critically evaluate the potential of legal regimes to advance projects of social justice as opposed to domination.

This course will be intersectional, meaning as political science scholars we are sensitive to the idea that the law does not function outside of social-political relations. Rather, legal discourses are about systems of power, struggles over identity, contested histories, and diverse forms of resistance and political mobilization at multiple sites of the political spectrum.

Format:

The course is structured as a traditional seminar, led by student presentations. Students are expected to come to class having read the assigned readings and prepared to discuss them. The instructor will moderate student exchanges, yet it is expected that the weekly presenters lead the discussion and prepare themselves to take questions by both the instructor and fellow students.

Course Materials:

All readings will be available via D2L.

Course Requirements:

1. Participation (20%): Attendance and weekly contribution in seminar.

Attendance: As a traditional seminar, this class functions by weekly student engagement. We only meet about 13 times for the semester. Hence, any absences must be accompanied by an official documentation, such as an official doctors note. **If you miss more than two**

undocumented classes, you will get a zero for participation. If you miss more than three undocumented classes, you will not pass the course.

2. ***Two Reading Reports (20%):** Students are to hand in a total of two reading reports (10% each report). The main aim of these papers is to provide a faithful reading of the main arguments of a selected reading. Each paper will be approximately 2 pages (3 pages max).

***Do not use more than one quotation (three-line maximum), and include brief thesis statement to guide your reader.**

***You cannot choose a reading that is the same as your presentation reading.**

3. **Presentation (30%):** Information on separate document in D2L.
4. **Final Term Paper (30%):** 15-page research essay. Research papers should include reference to at least 10 **academic sources** (journal articles, chapters in books and books published by reputable academic publishers). This could include readings from the assigned readings as well.

E-mail:

E-mail will be answered within two business days. Do not submit any class assignments by e-mail, unless instructed to do so. Please use e-mail only for quick queries and to set up appointments out of regularly scheduled office hours.

I welcome e-mail queries and comments. All students are required to have a valid Lakehead e-mail address. It is your responsibility to maintain your e-mail address in good working order. The University expects you to correspond with me through your official e-mail address, and not through a commercial e-mail account.

Failure to receive important class announcements and messages from me because of a faulty e-mail account (for example, an account which screens out my e-mails as junk mail; bounced messages because of overloaded caches) are not legitimate excuses.

Forwarding your Lakehead email to a Hotmail, Gmail, Yahoo or other type of e-mail account is not advisable. In some cases, messages from your Lakehead addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that e-mails from me may end up in your spam or junk mail folder.

Accessibility:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me, and/or Accessibility Services. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Essays:

Formatting bibliographies, references:

The written assignments will be in 12pt Times New Roman font with standard margins. Written work should be free of spelling and grammatical errors. It must include appropriate citations and complete bibliography.

Include a title page with your name, the date, the course number, and my name.

In completing the written assignments, students must cite all facts and figures that are not common knowledge and must cite all ideas that are borrowed from other authors. Students must use a recognized standard format (I suggest MLA) correctly in their bibliographies, and references. *Failure to do so will result in substantial penalty in calculating your assignment grade.*

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences. Also, it is not acceptable to submit the same assignment in two different courses.

I would suggest you use MLA citation style (below is a link for quick guidelines):

http://library.csun.edu/egarcia/documents/mlacitation_quickguide.pdf

Also, consider consulting reference books on research and writing.

Two examples:

1. Margot Northey, Lorne Tepperman and Patrizia Albanese, *Making Sense: A Student's Guide to Research and Writing: Social Sciences*, 4th ed. (Toronto: Oxford University Press, 2009)
2. Diane E. Schmidt, *Writing in Political Science: A Practical Guide*, 4th ed. (Boston: Longman, 2010)

***** Late Penalties**

Assignments are due on the dates specified in the course outline. Late papers will be subject to a penalty of 2% a day including weekends. Assignments will not be accepted two weeks after the due date.

No retroactive extensions will be permitted. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

Tentative Schedule:

Subject to change

Week 1

Introduction:

Monday, January 8

No Readings Scheduled

Week 2:

Foundational Concepts: Critical Race Theory 1

Monday, January 15

Richard Delgado and Jean Stefancic, *Critical Race Theory: An Introduction*, New York: NYU Press, 2001: Chapter 1 2, 3, pp. 1-49

Audre Lorde, "The Uses of Anger: Women Responding to Racism", in *Sister Outsider*
<http://www.blackpast.org/1981-audre-lorde-uses-anger-women-responding-racism>

Week 3

Foundational Concepts: Critical Race Theory 2: Whiteness Studies

Monday, January 22

Robin DiAngelo, "White Fragility", *The International Journal of Critical Pedagogy*, 3(3), 2011: pp. 53-70

Eduardo Bonilla-Silva, *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*, New York: Rowman and Littlefield, 2009, Chapter 2, pp. 25-53

Week 4

The Racial Contract:

Monday, January 29

Charles Mills, *The Racial Contract*, New York: Cornell University Press, 1997: Introduction and Chapter 1, pp. 1-40

Week 5

~Reading Week~

Week 6

Indigeneity and Settler Colonialism

Monday, February 12

Taiaiake Alfred and Jeff Corntassel, "Being Indigenous: Resurgences Against Contemporary Colonialism", *Government and Opposition*, 40(4), Autumn 2005: pp. 597-614

Carmela Murdocca, "'A Matter of Time and a Matter of Place': Colonial Inquiries and the Politics of Testimony", *Law, Culture and the Humanities*, 13(1), 2017: 123-144

Week 7

Policing Racialized Lives 1:

Monday, February 19

Simone Browne, *Dark Matters: On the Surveillance of Blackness*, Durham and London: Duke University Press, 2015: Chapter 1 and 2, pp. 1-62

Week 8

Policing Racialized Lives 2:

Monday, February 26

Robyn Maynard, *Policing Black Lives: State Violence in Canada from Slavery to the Present*, Fernwood Publishing, 2017: Chapter 1, pp. 17-49

Zahir Kolia, "'Im Making the Streets Safer Ma'am': Race, Coloniality, and the Redemptive Theologies of Pastoral Police Power", *Law, Culture and the Humanities*, 2017: pp. 1-21

Week 9

Neoliberalism, Law Enforcement, and Creative Resistance

Monday, March 5

Lisa B. Y. Calvente, "From the Rotten Apple to the State of Empire: Neoliberalism, Hip Hop, and New York City's Crisis", *Souls* Vol. 19(2), 2017: 126-143

Armond R. Towns, "The 'Lumpenproletariat's Redemption': Black Radical Potentiality and LA Gang Tours", *Souls*, Volume, 19(1), 2017: pp. 39-58

Week 10

DisCrit: Critical Disability Studies and Critical Race Theory

Monday, March 12

Subini A. Annamma; David Connor; Beth Ferri, "Dis/ability Critical Race Studies (DisCrit): Theorizing at the Intersections of Race and Dis/ability", *Race Ethnicity and Education* 16(1) pp. 1-31

Kathleen Collins, "A DisCrit perspective on The State of Florida v. George Zimmerman: Racism, Ableism, and Youth Out of Place in Community and School", in *DisCrit--Disability Studies and Critical Race Theory in Education* (Disability, Culture, and Equity), Teachers College Press, 2015, pp. 183-203

Week 11

Homonationalism

Monday, March 19

Jasbir Puar, *Terrorist Assemblages: Homonationalism in Queer Times*, Durham: Duke University Press, 2007: Preface and Chapter 1, pp. ix-xxviii & 37-79

Week 12

International Human Rights Law: Race and Gender

Monday, March 26

Sara R. Farris, *In the Name of Women's Rights: The Rise of Femonationalism*, Duke University Press, 2017: Introduction and Chapter 1, pp. 1-57

Week 13

Final Reflections:

Monday, April 2:

Final Thoughts and reflections

Student Evaluations

Final Paper Due: One week after class ends (Upload to D2L)