

Winter 2011

SES 3912: RACE AND KNOWLEDGE PRODUCTION : ISSUES IN RESEARCH

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The Ontario Institute for Studies In Education of the University of Toronto

TIME: Wednesday 5:30-8:00 p.m.

PLACE: Room 10-200

OFFICE HOURS: by appointment

ROOM: 12-266, 416-978-0017

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DESCRIPTION:

As a qualitative research course for masters and doctoral students **who already possess some familiarity with postmodern, feminist and critical race theories**, the course will consist of readings that explore the following two questions:

1. How is knowledge production racialized? A related question is: how can we understand the operation of multiple systems of domination in the production of racialized knowledge?
2. How can intellectuals challenge imperialist and racist systems through their research and writing?

We need a different and innovative paradigm for humanistic research. Scholars can be frankly engaged in the politics and interests of the present -- with open eyes, rigorous analytical energy, and the decently social values of those who are concerned with the survival, neither of a disciplinary fiefdom or guild nor of a manipulative identity like 'Indian' or 'America', but with the improvement and non-coercive enhancement of life in a community struggling to exist among other communities. One must not minimize the inventive excavations required in this work. (Edward Said, **Culture and Imperialism**, 312.)

This course is built around the idea that responsible research and writing begins with a critical examination of how relations of power shape knowledge production. What explanatory frameworks do scholars rely on when we undertake research? How do we go about critically examining our own explanations and others when the issue is race? To examine these themes in depth, historically as well as in the present, the course will focus on colonialism, imperialism, racism and knowledge production. Knowledge about the social, David Goldberg reminds us, is not produced in a vacuum. How then has knowledge production been racialized and what would an anti-imperial scholarship look like?

To explore these questions, we begin by examining how imperialism shaped, and continues to shape, knowledge production. Specifically, the course explores three defining imperial constructs: indianism, orientalism and africanism. We consider how the legacy of imperial ideas shaped racial knowledge and the disciplines, positioning us as scholars as active participants in the imperial enterprise. Underpinning this inquiry is the question of how we might reorient knowledge production towards social justice. Several conceptual tools are discussed: i) interlocking systems of oppression, that is, how imperial knowledge simultaneously upholds and is upheld by capitalism and patriarchy; ii) how racial power is embodied. The course examines specific post-colonial approaches to the study of race and knowledge production including Foucauldian approaches, psychoanalysis, whiteness studies, studies of the race and conceptions of the modern and of neoliberalism and race.

Pre-reading is given for those lacking a grounding in specific areas. You are expected to cover these in addition to the course materials.

REQUIREMENTS:

This course is organised as an intensive ten week course which will end with a day long conference on Saturday April 2 (or 3 if there is a religious issue) from 9 to 6. Please note that this means that twelve weeks of reading will be covered in ten weeks. The readings will therefore be exceptionally heavy. Students will be required to prepare and present a draft of their final paper on April 2 as well as participate in the discussion of other papers presented. This is an absolute requirement of the course. If you are unable to attend this day long conference and present, on this day, you will not be able to meet the course requirements.

In addition to the final paper (worth 60%), each student must prepare a five page position book review of any book published on race in THE LAST THREE YEARS excluding those read in the course. I am happy to suggest books related to your area of research. A second alternative to the book review is a critical commentary on the interactive article by Mino Moellem, “Nation on the Move” in the electronic journal VECTORS.

A third alternative to the book review is a critical discussion of any doctoral thesis in which the dominant theoretical framework focuses on race.

THIS IS DUE February 2.

Book review:20%

Class preparation: 20%

Final paper:60%

Please note the following:

1. Written work must be properly referenced. Whenever a specific idea is attributed to an author, the reference must include a specific page number.
2. Final papers are due **April 20, 2011**. Please aim to produce a standard journal article length piece of work.
3. The paper for this course cannot be work submitted for another course unless the instructor has agreed, in which case the paper must demonstrate that it is equivalent to the work of two term papers.
4. Papers will be evaluated according to how well they engage with the course material. Please note that a substantive engagement of the ideas covered in these texts is required.

About Writing for this Course

Form: Writing should be clear, direct and grammatically correct. Papers should be typed double-spaced preferably in an easy-to-read font and size. Always include page numbers for citations or quotes from the assigned reading. For any additional citations, please use any conventional academic referencing format such as APA, MLA, etc (see below for cyberlinks). If you have not already done so, it may be helpful to choose a reference style, learn it well, and employ it consistently in your academic writing. This will save you time and effort as you proceed in your academic career and make it easier to submit your work for publication if you choose to do so. The computer program EndNote can make referencing infinitely easier. See the link below to read more about this resource. Don't hesitate to use the resources (courses, writing labs, etc.) offered by the university to improve your writing skills. Your ideas will enjoy a better reception if they are expressed with clarity and elegance.

The University of Toronto site for writing resources:

<http://www.utoronto.ca/writing>

Referencing Styles

<http://www.utoronto.ca/writing/document.html>

U of T Course Schedule for Graduate Writing Support Courses

<http://www.sgs.utoronto.ca/english/courseschedule.asp>

The Harvard University Writing Site (grammar, punctuation, style, etc.)

<http://www.fas.harvard.edu/~wricntr/html/tools.htm>

EndNote program for bibliographic references: <http://www.endnote.com/>

Plagiarism: I take plagiarism very seriously and will deal swiftly with cases that I detect. It is your responsibility to educate yourself about what constitutes plagiarism in order to avoid being charged with a serious academic offense that could jeopardize your academic career.

What is plagiarism?

Plagiarism, as defined in the [University of Toronto] Code of Behaviour on Academic Matters (Appendix A, Item p). . . is contained in the original (1621) meaning in English: "the wrongful appropriation and purloining, and publication as one's own, of the ideas, or the expression of the ideas ... of another." This most common, and frequently most elusive of academic infractions is normally associated with student essays. Plagiarism can, however, also threaten the integrity of studio and seminar room, laboratory and lecture hall. Plagiarism is at once a perversion of originality and a denial of the interdependence and mutuality which are the heart of scholarship itself, and hence of the academic experience. Instructors should make clear what constitutes plagiarism within a particular discipline.

The Code of Behaviour on Academic Matters (University of Toronto, Governing Council Secretariat, 1995, B.1. d-f) reads as follows:

It shall be an offence for a student knowingly:

- to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism [wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought to have known];
- to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;

- to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

For practical advice please see the following website: How not to plagiarize

<http://www.utoronto.ca/writing/plagsep.htm>

Required Texts

Course Readings on Blackboard

A substantial number of the course readings (as well as other course materials) are available on the course **Blackboard website**. Blackboard can be accessed at <http://portal.utoronto.ca>. A dialogue box asking for your UTOR ID will appear. After you enter your information, a Blackboard screen will appear. Click on the name of this course on the right side of the screen and then click on “Course Documents”. You will be linked to the articles directly on the U of T Library website. If you have trouble accessing the URL directly, you can try linking through Education Commons at http://www.oise.utoronto.ca/ec/academic_computing/blackboard.php
Please notify the instructor immediately if any links do not work.

Required books may be purchased from the University of Toronto Bookstore

Toni Morrison, *Playing in the Dark. Whiteness and the Literary Imagination*

Ann Laura Stoler, *Race and the Education of Desire*

Michel Foucault, *Society Must Be Defended. College de France Lectures*

Sara Ahmed, *Strange Encounters. Embodied Others in Post-Coloniality*. London and New York: Routledge, 2000

Meyda Yegenoglu, *Colonial Fantasies: Towards a Feminist Reading of Orientalism*

Sherene Razack, *Casting Out: Race and the Eviction of Muslims from Western Law and Politics*. Toronto: University of Toronto Press, 2008.

David Theo Goldberg, *The Threat of Race: Reflections on Racial Neoliberalism*. Malden,MA: Blackwell, 2009.

TIMETABLE

January 5 Introduction

January 12 Indianism
January 19 Orientalism
January 26 Africanism
February 2 Racial Embodiment and Racial Knowledge

BOOK REVIEW DUE

February 9 Foucauldian Approaches to Race
February 16 Race and Psychoanalysis
February 23 CLASS RESCHEDULED
March 2 Genealogies of Whiteness
March 9 Race and Conceptions of the Modern

OISE/UT SPRING BREAK MARCH 14-18

March 23 Theorizing Neocolonialism

April 2 DAY LONG CONFERENCE PRESENTATIONS

FINAL PAPER DUE April 20.

READINGS

WEEK ONE: INTRODUCTION

WEEK TWO: INDIANISM

Pre-reading

Marcia Crosby, 1991. "Construction of the Imaginary Indian" in *Vancouver Anthology: The Institutional Politics of Art*, edited by Stan Douglas, pp. 267-292.

Film: *Coming to Light: Edward S. Curtis and the North American Indians* Dir. Anne Makepeace (Bullfrog Films, 2000)

Verna St. Denis, "Aboriginal Education and Anti-racist Education: Building Alliances." *Canadian Journal of Education*, 30, 4 (2007):1068-1092.

VIEW ONLINE AT:

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/20466679>

Sara Ahmed, *Strange Encounters. Embodied Others in Post-Coloniality*. London and New York: Routledge, 2000: pp.55-74.

Renee Bergland, *The National Uncanny. Indian Ghosts and American Subjects*. Hanover and London: University Press of New England, 2000, pp. 1-48.

Lisa Brooks (2008) "Locating an Ethical Native Criticism." In *Reasoning Together*. Eds. The Native Critics Collective. (Norman, OK: University of Oklahoma Press): 234-264.

Additional:

Verna St. Denis, "Rethinking Cultural Theory in Aboriginal Education." In *Canadian perspectives on the sociology of education*, ed. Cynthia Levine-Rasky. Chapter 10. Oxford: Oxford University Press, 2009.

WEEK THREE: ORIENTALISM

Pre-reading: Edward Said, *Orientalism* (New York: Vintage Books, 1979) 1-28.
Edward Said, *Culture and Imperialism* (New York: Alfred A. Knopf, 1993): chapter one.

Meyda Yegenoglu, *Colonial Fantasies. Towards a Feminist Reading of Orientalism*. Cambridge: Cambridge University Press, 1998, pp. 1-94.

Sherene Razack, *Casting Out: Race and the Eviction of Muslims from Western Law and Politics* Introduction and chs. 3-4.

Additional:

Joseph A. Massad, *Desiring Arabs*. Chicago: University of Chicago Press, 2007: 1-50.

Geeta Chowdhury (2007) "Edward Said and Contrapuntal Reading: Implications for Critical Interventions in International Relations" *Millennium: Journal of International Studies* 36(1): 101-116.

<http://mil.sagepub.com.myaccess.library.utoronto.ca/cgi/content/abstract/36/1/101>

WEEK FOUR: AFRICANISM AND OTHER NEW WORLD MYTHOLOGIES

David Theo Goldberg, "Racial comparisons, relational racisms: some thoughts on methods." *Ethnic and Racial Studies*, 32, 7, September 2009, pp. 1271-1282.

To link to this Article: DOI: 10.1080/01419870902999233

VIEW ONLINE AT:

<http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/content~db=all~content=a913428343~frm=titlelink>

Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination* (Cambridge: Harvard University Press, 1992)

Richard Slotkin, *Gunfighter Nation. The Myth of the Frontier in Twentieth-Century America*. Oklahoma: University of Oklahoma Press, 1992, pp 1-26.

WEEK FIVE: RACIAL EMBODIMENT AND RACIAL KNOWLEDGE

Frantz Fanon, "The Lived Experience of the Black." In *Race*, edited by Robert Bernasconi. Oxford, 2001: 184-202.

Saidye Hartman, *Scenes of Subjection. Terror, Slavery, and Self-Making in 19th century America* New York: Oxford University Press, 1997): pp. 17-48;

Anthony Farley, "The Black Body as Fetish Object," *Oregon Law Review* 76 (1997):457-535."

VIEW ONLINE AT:

<http://www.heinonline.org.myaccess.library.utoronto.ca/HOL/Page?handle=hein.journals/orglr76&id=1&size=2&collection=journals&index=journals/orglr>

Shino Konishi, Leach Lui-Chivizhe, and Lisa Slater, "Indigenous Bodies." *Borderlands*, Vol. 7, No. 2, 2008:1-11.

VIEW ONLINE AT:

http://www.borderlands.net.au/vol7no2_2008/editorial.htm

Anna Haebich, "Marked Bodies: a corporeal history of colonial Australia." *Borderlands*, Vol. 7, No. 2, 2008:1-18.

VIEW ONLINE AT:

http://www.borderlands.net.au/vol7no2_2008/haebich_marked.htm

Additional:

David Goldberg, *Racist Culture. Philosophy and the Politics of Meaning* (Cambridge, Mass., 1993): chapters four and seven.

Charles Mills, *Blackness Visible: Essays On Philosophy and Race* (Ithaca and London: Cornell University Press, 1998): chapter five.

WEEK SIX: FOUCAULDIAN APPROACHES TO RACE

Michel Foucault, "Society Must Be Defended". *Lectures at the College de France Lectures*. New York: Picador, 2003, pp.189-264.

Ann Laura Stoler, *Race and the Education of Desire*. London: Duke University Press, 1995, pp.1-136.

Derek Hook, "Discourse, Knowledge, Materiality. Foucault and Discourse Analysis." *Theory and Psychology* 11 (4), 2001: 521-547.

Additional:

Couze Venn, (2009) "Neoliberal Political Economy, Biopolitics and Colonialism. A Transcolonial Genealogy of Inequality." *Theory, Culture & Society*, Vol. 26(6):206-233.

VIEW ONLINE AT:

http://journals2.scholarsportal.info.myaccess.library.utoronto.ca/details.xqy?uri=/02632764/v26i0006/206_npebac.xml

WEEK SEVEN: RACE AND PSYCHOANALYSIS

Gwen Bergner, *Taboo Subjects: Race, Sex, and Psychoanalysis*. Minneapolis and London: University of Minnesota Press, 2005, 1-1-41.

Heidi Nast, "Mapping the 'Unconscious': Racism and the Oedipal Family. *Annals of the Association of American Geographers*, 90(2), 2000: 215-255.
http://journals1.scholarsportal.info.myaccess.library.utoronto.ca/details.xqy?uri=/00045608/v90i0002/215_mtratof.xml

Anne Anlin Cheng, *The Melancholy of Race. Psychoanalysis, Assimilation, and Hidden Grief*. Oxford: Oxford University Press, 2001, pp.3-30.

Meyda Yegenoglu, *Colonial Fantasies. Towards a Feminist Reading of Orientalism*. Cambridge: Cambridge University Press, 1998, pp. 95-144.

Derek Hook, " 'Pre-Discursive' Racism." *Journal of Community and Applied Social Psychology* 16(3) 2006: 207-232.
http://journals1.scholarsportal.info.myaccess.library.utoronto.ca/details.xqy?uri=/10529284/v16i0003/207_r.xml

WEEK EIGHT: GENEALOGIES OF WHITENESS

Daniel Coleman, *White Civility: The Literary Project of English Canada*. Toronto: University of Toronto Press, 2006, pp.3-45;211-240.

Ghassan Hage, *White Nation. Fantasies of White Supremacy in a Multicultural Society*. New York: Routledge, 2000.:chapter one and two

Wiegman, Robyn, "Whiteness Studies and the Paradox of Particularity." *boundary 2*, 26 Fall 1999:115-150.
<http://www.jstor.org.myaccess.library.utoronto.ca/stable/303743>

Sara Ahmed, *Strange Encounters. Embodied Others in Post-Coloniality*. London and New York: Routledge, 2000: pp. 75-181.

David Goldberg, *The Threat of Neoliberalism*, chapter two, pp 32-65.

Sara Ahmed, "Declarations of Whiteness: The Non-Performativity of Anti-Racism" *Borderlands E-Journal*.

VIEW ONLINE AT:

http://www.borderlands.net.au/vol3no2_2004/ahmed_declarations.htm

WEEK NINE: RACE AND CONCEPTIONS OF THE MODERN

David Theo Goldberg, *The Threat of Race*: chapter 3, 6, 8.

Peter Wade, "The presence and absence of race." *Patterns of Prejudice*, Vol. 44, No. 1, 2010:43-60.

VIEW ONLINE AT:

<http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/content~db=all~content=a918972476~frm=titlelink>

Sherene Razack, *Casting Out: Race and the Eviction of Muslims from Western Law and Politics* ch 5.

WEEK TEN: FEMINISM AND INTERLOCKING SYSTEMS OF OPPRESSION

The following articles from *Signs. Journal of Women in Culture and Society*, Vol. 27, No. 1, Autumn, 2001:

Carol Quillen, "Feminist Theory, Justice, and the Lure of the Human." pp. 87-122.

VIEW ONLINE AT:

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/3175867>

Martha Nussbaum, "Comment on Quillen." Pp. 123-134.

VIEW ONLINE AT:

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/3175868>

Rey Chow, "Comment on Quillen." P. 135.

VIEW ONLINE AT:

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/3175869>

Carol Quillen, "Reply," p.136-138.

VIEW ONLINE AT:

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/3175870>

Paula Stewart Brush, "Problematizing the Race Consciousness of Women of Color.", pp171-198.

VIEW ONLINE AT:

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/3175872>

Patti Lather, "Postbook: Working the Ruins of Feminist Ethnography." Pp.199-228.

VIEW ONLINE AT:

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/3175873>

Additional:

See other articles and book reviews in the above issue.

Sandra Gunning, "Traveling with her Mother's Tastes: The Negotiation of Gender, race, and Location in 'Wonderful Adventures of Mrs. Seacole in Many Lands.'" *Signs*, Vol. 26, No. 4 (Summer, 2001): 949-981.
<http://www.jstor.org.myaccess.library.utoronto.ca/stable/3175353>