UNIVERSITY OF CALGARY

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AFST 302 (LEC01)
Anti-Black Racism in North America

Instructor: Dr. Motilola Akinfemisoye-Adejare

Lecture Location: AD 140

Phone: 403-220-6688

Lecture Days/Time: MoWeFr/
11:00am-11:50am

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COURSE DESCRIPTION
The anti-Black protests of Summer 2020 drew attention to what had existed for over hundred years before. The unjust murders of Black civilians in the United States such as George Floyd, Breonna Taylor, and many others saw scholars, activists, and citizens across the world taking to the streets, workplaces, and their walls on social media platforms to protest the dehumanization of Black lives. As many across the world were 'locked down' because of the COVID-19 pandemic, the wave of protests that these unjust killings sparked reverberated across the globe. It is very important to have conversations about race and racial inequities, not because we are trying to point fingers or play the blame-game, but importantly because we all have inherited a deeply racist system that marginalises Black people and people of colour.

This course therefore seeks to provide an overview of the long history of Anti-Black racism, and will explore the background, ideology and struggles against anti-Black racism. It also critically examines relevant concepts and theories, as well as the intersections of race, ethnicity, gender, politics and power, as well as privilege and inequality within the context of transnational migration.

Prerequisite(s): None

READINGS AND TEXTBOOKS:
Required Text
- Satzewich, Vic (2021) *'Race' and Ethnicity in Canada: A Critical Perspective* (5ᵗʰ edition*).* Toronto: Oxford University Press

Recommended Texts
- Ray, Victor (2022) *On Critical Race Theory: Why It Matters & Why You Should Care* Random House: New York
- DiAngelo Robin (2018) *White Fragility: Why It's So Hard For White People to Talk About Racism*
- Maynard, Robyn (2017) *Policing Black Lives: State Violence in Canada from Slavery to the Present*
- Kendi, Ibram X. (2019) *How to Be an Anti-Racist*
- Fanon, Frantz (2008) *Black Skin, White Masks*

REQUIRED TECHNOLOGY and EQUIPMENT:
To successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; current antivirus and/or firewall software enabled; broadband internet connection, a word processor such as Microsoft Word and PowerPoint for assignments and presentations. To participate effectively in this course, learners are expected to know how D2L works, please visit: https://elearn.ucalgary.ca/technology-requirements-for-students/.

LEARNING OUTCOMES:
The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

Upon completion of this course, you should be able to:
- Explain key concepts about the social construction of race and ethnicity
- Identify historical dimensions of power structures, inequality and privilege that steered Anti-Black Racism
- Explain the various levels and manifestations of Anti-Black Racism
- Critique current structures of power, privilege and inequality that continue to enable Anti-Black Racism
- Reflect upon personal opinions and beliefs about race, anti-racism and anti-blackness, and articulate what these opinions and beliefs mean
- Engage more knowledgeably in discussions of racism, otherness and inequality

COURSE REQUIREMENTS AND ASSESSMENT

Class Attendance and Participation 10%: As well as attending every class punctually and regularly, students are expected to read texts assigned for class discussions before every class and be ready to interact respectfully with the materials, instructor, and other students. Any student may be called upon during class to respond to questions or to engage with the topic/text being discussed. The criteria for determining participation grade will be based on the depth and relevance of responses and completion of tasks during class.

Quiz 15%: Wednesday September 28, 2022, in-class, in-person: This is an in-class closed book multiple choice and True or False quiz. It will cover text chapters, readings and lecture materials from week 1 to week 4.

Reflective Essay 20%: 500 words. Due Friday October 28, 2022 via D2L Dropbox. This is a personal reflective essay in which you will make the case why race is either biological or socially constructed or both. It should be in the "I" voice as you take responsibility for your ideas, questions, assumptions, and values. Please make connection to your experience(s) and how race is shaped by or shapes this experience. The focus of your essay is to connect positionality, location, and identity. This essay will be graded based on its thoughtful and careful engagement with the themes of race and not based on some notion of "correctness."

Second in-class, in-person quiz 15% Friday November 4, 2022: This is an in-class multiple-choice and True or False quiz. It will cover text chapters, readings and lecture materials

Final Essay 40%. Due Date December 7, 2022 via D2L dropbox. Working in groups of 4

The media representations of Black and other people of colour contribute to racialized stereotypes which often lead to their marginalization and racial inequities. Compare the reporting of the trial of the police officers involved in George Floyd's killing in at least two media outlets in the United States or Canada, paying attention to details such as the choice of words used, pictures used, sources quoted in the report, among others, and analyse whether (or not) the perspectives taken in the reporting contribute to anti-Black racialized stereotypes.
More details about this submission and group allocation on D2L

Policy on late assignment submissions and missed tests

Late assignments will be penalized 5% per day, including weekends, without prior instructor approval. Instructor approval for a late submission must be sought and received no later than five business days before the assignment due date.
Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is

required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Missed examinations/tests cannot be made up without the approval of the instructor. Students who miss a test/exam have up to **48 hours t**o contact the instructor to ask for a makeup test/exam. It is at the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this **48-hour period** forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. The multiple choice and True or False quiz could become a short answer or essay test. Once approved by the instructor a makeup test/exam must be written within **two weeks** of the missed test/exam on a day/time scheduled by the instructor.

Reappraisal of Graded Term Work: http://www.ucalgary.ca/pubs/calendar/current/i-2.html
Reappraisal of Final Grade: http://www.ucalgary.ca/pubs/calendar/current/i-3.html

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

Please note that no extra credit or 'make up' work is available in this class
You do not need to pass each course component to earn a passing grade in the class

COURSE POLICIES

This course involves reading materials, watching clips and having critical discussions about race and racial issues in various forms. If you are concerned that one of the weekly topics or readings will be particularly destabilizing to you, or if you want me to flag topics for you, please do not hesitate to email me to discuss this with me further. If you need further support regarding this, you may reach out to the African and Caribbean clubs on campus as well as the African Studies Taskforce team, who would be more than happy to help out.

In the light of the above, it would be very helpful if we could extend kindness to each other in our discussions and conversations. Race and Racism are difficult subjects. It is therefore very important that in this class, we are courteous and respectful.

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit https://live-ucalgary.ucalgary.ca/student-services/access. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure.

ACADMIC INTEGRITY POLICY
Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT
The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY
Please visit the Registrar's website at:
https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

CLASS SCHEDULE

Week	Date	Topic/Activity/Readings/Due Date
Week 1	W Sep 7- F Sep 09	Introduction to the course
		What is race, ethnicity and anti-Blackness? • Read: Satzewich, Vic (2021) "The concept of Ethnicity and "Race" • **Watch**: Oluo, Ijeoma. "So You Want to Talk About Race." So You Want to Talk About Race | Ijeoma Oluo | Talks at Google - YouTube • Further reading: Ray, Victor "Introduction: Why Critical Race Theory matters" pp xix-xxxv
Week 2	M Sep 12- F Sep 15	Is race biological or a social reality or both? Theoretical perspectives of Race, Critical Race Theory **Read:** Satzewich, Vic (2021) "Theories of Ethnicity and Race" Chapter 2 **Watch**: Morrison, Toni. "Race and Racism." YouTube. Toni Morrison on race and racism - Jazz interview - YouTube **Watch:** Hill, Lawrence. "Being Black in Canada." Being Black in Canada - Lawrence Hill | CBC.ca **Further reading**: Ray, Victor "The Social Construction of Race" Chapter 1
Week 3	M Sep 19-F Sep 23	Pre-Colonial African History *What can knowledge of African civilizations tell us about Africa and Africans prior to colonialism?* **Watch**: Adichie, Chimamanda (2009) "The Danger of a Single Story"
Week 4	M Sep 26	Immigration Policy and Practice **Read**: Satzewich (2021) "Immigration and the Canadian Mosaic" Chap 4
	W Sep 28	**First In-Class Assessment**
Week 5	M Oct 3- F Oct 7	White Fragility **Watch** DiAngelo, Robin. "Why It's So Hard for White People to Talk About Racism." White Fragility: Why it's so hard for white people to talk about racism - Dr Robin Diangelo - YouTube **Read:** Oluo and Dolezal, "The Heart of Whiteness." www.thestranger.com
Week 6	W Oct 12-F Oct 14	Globalization, Migration and Anti-Black Racism *How does anti-Black racism impact migration and globalization?*

		Read: Satzewich (2021) Understanding Social Inequality: The Intersection of Ethnicity, Gender, and Class. Chapter 5
Week 7	M Oct 17-F Oct 21	Studying Racism Today: Black Lives Matter and Policing Issues **Read**: Satzewich (2021) 'Racism'. Chapter 7
Week 8	M Oct 24-F Oct 28	Formal schooling and Anti-Blackness **Read**: Dancy, T. E., Edwards, K. T., & Earl Davis, J. (2018). Historically white universities and plantation politics: Anti-Blackness and higher education in the Black Lives Matter era. *Urban Education*, *53*(2), 176-195. **Watch:** https://www.youtube.com/watch?v=k9fmJ5xQ_mc&t=143s Guest Lecture: TBD
Week 9	M Oct 31-F Nov 4	Health inequalities and Black communities **Second in-class quiz Friday November 4, 2022**
Week 10	Nov 6-12	**Term Break No Classes**
Week 11	M Nov 14-F Nov 18	Anti-Black Racism and the Media Read: Miller, John (2020) Canadian Media Incapable of Covering Race, New Canadian Media Read: Jan, Tracy (2017) News media offers consistently warped portrayals of black families, study finds, The Washington Post
Week 12	M Nov 21-F Nov 25	What can be done about racism?
Week 13	M Nov 28- F Dec 2	How to be anti-racist Recommended reading: *How to be an Anti-racist* by Ibram X. Kendi
Week 14	M Dec 5	Final thoughts and comments
	W Dec 7	**Concluding remarks and summary** **Final Essay submission via D2L Dropbox**
	Dec 10-21	Fall Final Exam Period

IMPORTANT DATES
 https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017

Sep 6	First day of Class
Sep15	Last day to drop a class without financial penalty
Sep 16	Last day to add or swap a course

Sep 23	Last day to pay fee for Fall Term full and half courses
Sep 30	University Closed National Day for Truth and Reconciliation
Oct 10	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
Nov 6-12	Term Break
Nov 11	Remembrance Day
Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 10-21	Fall Final Exam Period