

Political Science 432
Special Topics: Transatlantic Race and Immigration Politics.
Winter Semester 2022

***This is a DRAFT course outline. If you are enrolled in this class, download the latest version, available on MyCourses.**

In the event of extraordinary circumstances beyond the instructor's or the university's control, the content and/or evaluation scheme in this course is subject to change. Note: in view of the pandemic, this is not just a prosaic routine notice. It is a distinct possibility that there will be substantial changes to the course.

Fixed Sessions (Lectures): Tues/Thur, 16:05-17:25pm

Professor Terri Givens

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COURSE DESCRIPTION

The study of the politics of race and immigration often focuses on the national level, particularly in the United States. This class will take a historical and transnational approach to understanding the origins of structural discrimination in the U.S., Canada and Europe. The global impact of the Black Lives Matter movement will be used as a foil to examine the politics and policies which have led to racial inequality, along with the ways that immigration policies are conflated with race.

Each class session will involve lecture and discussion, students are expected to come to class prepared to discuss the course materials, and we will break up into smaller group discussions on occasion.

PREREQUISITES:

Students should have some knowledge of comparative politics and/or international relations.

REQUIRED TEXTS:

Givens, Terri, *The Roots of Racism: The Politics of White Supremacy in the US and Europe*
The book will be available at Paragraphe bookstore, or you can purchase it online, but be aware that the book is being released on January 25th – I will provide the chapters 1-4 in

myCourses and let me know if you have any issues getting the book after January 25th.

Other articles and chapters marked with an asterisk * will be available via myCourses, and links will be provided to online articles.

RECOMMENDED

The following books may be useful for your paper assignment and should be available through the campus library.

Blatt, Jessica, *Race and the Making of American Political Science*

Givens, Terri, *Radical Empathy: Finding a Path to Bridging Racial Divides*

Givens, Terri, *Legislating Equality: The Politics of Antidiscrimination Policy in Europe*

Maynard, Robyn, *Policing Black Lives: State Violence in Canada from Slavery to the Present.*

Morris, Aldon, *The Scholar Denied: W. E. B. Du Bois and the Birth of Modern Sociology*

Thompson, Debra, *The schematic state: race, transnationalism, and the politics of the census*

Vitalis, Robert, *White World Order, Black Power Politics: The Birth of American International Relations*

COURSE OBJECTIVES:

The course aims to:

- Provide students with an overview of the transnational nature of the politics of race and immigration in the U.S. and Europe.
- Explain the complexities of the politics of race and immigration amidst the growth of diverse populations.

STUDENT LEARNING OUTCOMES: As a result of this course, you will:

- Be able to analyze and explain the impact of various policies that impact structural discrimination, including immigration policy, and describe the arguments for and against particular policies.
- Develop the ability to write an analytical description of policy

METHODS OF EVALUATION:

Student achievement of these objectives and outcomes will be assessed through written assignments as described below.

To receive credit for the course, students are expected to complete all assigned readings, attend lecture, participate in class discussions, and to complete **ALL assignments.**

The overall grading breakdown is as follows:

Weekly responses (1 paragraph)	25%
Paper Proposal (Due 2/10/2022)	15%
Final Paper (Due 4/12/2022)	35%
Attendance and Participation in Class Discussion (online and in class)	25%
Total	100%

Grading Scale

This course uses the standard 4.0 system for grading. An A on a course component is worth 4 points, an A- is worth 3.7 points, etc. To calculate your final grade, I will multiply the grade points you earn on each course component by the relative weight of that component, and then add the scores to get your final grade-point average. That average will determine your final letter grade for the course (see the grade range column). For example, if your overall grade-point average is a 3.4, you would earn a B+ in the course.

Note that the Department has a regrade policy. If at any point you feel like your work has not been graded fairly, you can ask for a regrade, but I reserve the right to grade down as well as up.

Grade	Grade Points	Grade Range
A	4.0	>3.85
A-	3.7	3.51-3.85
B+	3.3	3.16-3.50
B	3.0	2.86-3.15
B-	2.7	2.51-2.85
C+	2.3	2.16-2.50
C	2.0	1.86-2.15
D	1.0	1.0-1.85
F.	0.0	<1.0

COURSEWORK:

Respecting the comfort level of each student is important to me, and promoting active debate, especially on controversial subjects, is important for the best learning experience in the class. My job is to manage time so the material is covered, to promote discussion, and to remind everyone of the class rules that all of you have established. Your job is to participate, and to actively communicate with the class and with me. If you feel uncomfortable for any reason, please let the class know, or let me know privately; that is also OK.

Your assignments for this course consist of weekly short response papers that are due by the beginning of class on Thursday, contributions to the discussion forums in myCourses, a paper proposal, and a final paper. If you run into any difficulties with the assignments, you must contact me ASAP. Late assignments will be penalized by .3 grade point for each day late, and will not be accepted if they are more than a week late.

Beginning in week 3 (January 18), you are responsible to do some preparatory work for each of our course meetings and to submit a paragraph response to the materials (100-150 words max,

less is more). You will also be expected to post in the weekly discussion on myCourses. Your contribution can consist of a question or a short reflection about the reading, or a response to someone else's questions or reflections (no footnotes or bibliographies needed). These contributions are designed to encourage you to begin thinking through the course material and to prepare for class. You can also float paper ideas, questions or comments.

There are 22 class meetings in weeks 3-13, so 22 opportunities to post. You can miss two sessions without penalty. Save these freebies for when you need them (e.g., when you are sick, or when your internet connection is down on Tuesday at 1pm). To receive credit, your post must be time-stamped before the beginning of class (T/Th 16:05, EST). The contributions themselves are not graded; you get credit just for posting them

Your main requirement for the course is a research paper or essay of 2400-3000 words, due April 12th.

Your paper should focus on a particular policy area or idea that has been discussed in class or class readings. It can be in the form of a policy analysis, or it might explain the contemporary or historical relevance of a policy, idea or a problem in one or more of the course texts. Whatever the focus of your paper, it must contain an explicit thesis, explicit arguments in support of your thesis, and it must consider explicit objections to that thesis. In preparation for each paper, you will write a proposal of 250-500 words. The proposal must include your thesis as well as a paragraph each on arguments and objections. Papers and proposals should be submitted in PDF format only. They should be double-spaced with 1-inch margins and 12pt font and use proper reference citation. (I do not care which of the established reference citation system you use, as long as you are consistent and complete.) Please number your pages.

On Academic Integrity and Submitting Written Work in French

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/integrity).

In accordance with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Course Recordings

Technology allowing, all lectures will be recorded and uploaded to myCourses, since we are

expected to be in person, I will try to use Zoom to record the lectures, but it may take a few tries to get the recordings going.

I remind everyone of their responsibility in ensuring that this video and associated material are not reproduced or placed in the public domain. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Thank you for your cooperation.

ACCOMODATIONS AND ACADEMIC POLICIES:

Please contact me early in the semester if you need any accommodations for lecture, conference attendance or assignments. If you have a health issue, or family emergency, please let us know, we are living in extraordinary times and we want to be fair to all students.

If you have a disability, it would be helpful if you contact the Office for Students with Disabilities at 514-398-6009.

End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the students' learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (The Handbook on Students' Rights and Responsibilities is available at: www.mcgill.ca/files/secretariat/Handbook-on-Student-Rights-and-Responsibilities-2010.pdf).

COURSE OUTLINE

Week 1 Introduction

1/6/2022 Class Introduction: Comparative Politics, Race and Immigration Politics
*Overview of Comparative Politics

Week 2 Setting the Scene, Part 1

1/11/2022 Introduction: The Complex Landscape of Immigration Policy and Politics
*Ground Rules for Discussion

1/13/2022 Political Science and Race
*Ralph Bunche and the APSA, Charles Henry
*Presidential Address: The Challenge of Democracy: Explorations in American Racial Politics, Dianne Pinderhughes
*Crises, Race, Acknowledgement: The Centrality of Race, Ethnicity, and Politics to the Future of Political Science, Paula McClain

Week 3 Setting the Scene, Part 2

1/18/2022 Sociology and Race/Can Democracy Survive Racism?
*Sociology of Race and W. E. B. DuBois: The Path Not Taken, Aldon Morris, from *Sociology in America: A History*, Edited by: Craig Calhoun (
*Video: Can Democracy Survive Racism? Givens, BlackademicsTV
<https://www.pbs.org/video/ambikaipaker-givens-foster-bngqnt/>

1/20/2022 Critical Race Theory
**Critical Race Theory: An Introduction* Chapters I-II, Delgado and Stefanie
* What Is Critical Race Theory, and Why Is It Under Attack? Stephen Sawchuk

Week 4 The Roots of Racism

1/25/2022 The Roots of Racism
Givens, *Roots of Racism*, Prologue, Chapters 1-2

1/27/2022 Race and the Census in Canada
* Transnational Biological Racialism, Chapter 3 of *The schematic state: race, transnationalism, and the politics of the census*, Debra Thompson (2016)

Week 5 The Construction of Race

2/1/2022 The Construction of Race
Givens, Roots of Racism, Chapter 3

2/3/2022 Racialization and Religion
* Meer (2013) Racialization and religion: race, culture and difference in the study of antisemitism and Islamophobia, *Ethnic and Racial Studies*

Week 6 Slavery and Colonialism

2/8/2022 Slavery and Colonialism
Givens, Roots of Racism, Chapter 4

2/11/2022 The 1619 Project
“The Idea of America” by Nikole Hannah-Jones (p. 14-26 from the 1619 Project Magazine), June 6, 2020
<https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html>
The First Africans in Virginia Landed in 1619. It Was a Turning Point for Slavery in American History—But Not the Beginning
<https://time.com/5653369/august-1619-jamestown-history/>

Week 7 Immigration and Race

2/15/2022 The Conflation of Immigration and Race
Givens, Roots of Racism, Chapter 5

2/17/2022 Immigration and Race in Europe
*Post-immigration ‘difference’ and integration: The case of Muslims in Western Europe, Modood (2012)

Week 8 Immigration and Citizenship

2/22/2022 Immigration, Race and Citizenship
Givens, Roots of Racism, Chapter 6

2/24/2022 Review

Week 9 Winter Break – 2/28 – 3/4

Week 10

3/8/2022 From the Civil Rights Movement to Black Lives Matter
Givens, Roots of Racism, Chapter 7

3/10/2022 Black Lives Matter in Europe
*Towards a Reading of Black Lives Matter in Europe, Jean Beaman (2021)

Week 11 **Party Politics**

3/15/2022 Party Politics and the Radical Right
Givens, Roots of Racism, Chapter 8

3/17/2022 Xenophobia and Anti-Immigrant movements
*Terri Givens, “The radical right, immigration and the future of the EU”
<https://www.radicalrightanalysis.com/2019/02/16/the-radical-right-immigration-and-the-future-of-the-eu/>

*Terri Givens, “The Shifting Norms that Threaten Our Democracy”
<https://www.radicalrightanalysis.com/2019/05/07/the-shifting-norms-that-threaten-our-democracy/>

Week 12

3/22/2022 Elections, Protest and Insurrection
Givens, Roots of Racism, Chapter 9-10

3/24/2022 COVID-19 and Race
* The COVID-19 pandemic and health inequalities

Week 13 **Race in Canada**

3/29/2022 Demography and Race in Canada
* Introduction: A Framework for Understanding the Race and Ethnic Transition, Rogelio Sáenz, David G. Embrick, and Néstor P. Rodríguez

3/31/2022 Race and Border Regimes
*Black Life and Death across the U.S.–Canada Border: Border Violence, Black Fugitive Belonging, and a Turtle Island View of Black Liberation, Robyn Maynard
* Ethnicity and Race in Canada: Past and Present, Monica Boyd

Week 14 Race and Indigenous in Canada

4/5/2022 Race in Quebec and Montreal

* Profiling the Future: The Long Struggle against Police Racial Profiling in Montreal, Ted Rutland (2020)

4/7/2022 Solidarity

*Indigenous And Black Solidarity in Practice: #BLM to Tent City, Sandy Hudson

4/12/2022 Conclusion and Review