

**POLI 619**  
**Immigrants/Refugees/Minorities**  
**Fall 2020**  
**DRAFT – may be subject to change**

CLASS: Mondays, 10-11:30am (via Zoom)  
INSTRUCTOR: Debra Thompson  
CONTACT: Office Hours: TBD  
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McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

**Course Description:**

This graduate seminar will examine critical questions, approaches, topics, and debates in race, ethnicity and politics (REP). REP scholarship is an established, interdisciplinary, multiparadigmatic body of literature, and while the majority of research has emerged from the subfield of American politics, there is also notable work in Canadian politics (i.e. the Race, Ethnicity, and Indigenous Peoples Politics section of CPSA), comparative politics, and political theory. This course utilizes a multi-disciplinary approach to investigate both canonical and new research in REP, and will attempt to strike a balance that introduces students to: (1) dominant frameworks in the study of REP; (2) explanatory theories of REP, and; (3) major areas of research in REP scholarship.

**Course Objectives:**

By the end of this course, students should be able to:

- Understand the major frameworks, theories, and areas of research in racial and ethnic politics scholarship;
- Identify the power of laws, policies, culture, and ideas in shaping identities and producing race as a political, legal, and social construct that nevertheless holds ontological value;
- Detail some of legal, political, and social components of the American and Canadian racial orders and the ways that they contribute to contemporary circumstances of racial inequality;
- Understand the ways that gender, class, and sexual orientation intersect with race and how these intersections impact individual, ideological and institutional experiences of democratic life;
- Conceptualize the ways race is linked to normative conceptions of morality, deservedness, responsibility and respectability that surreptitiously determine access to public goods and democratic representation.

## Course Materials:

There are four required books. Each is available through the McGill University Bookstore (which is offering free shipping for course books) and is accessible as an e-book through the McGill library website:

- Jessica Troustine (2018) *Segregation By Design: Local Politics and Inequality in American Cities* (Cambridge University Press)
- Jamila Michener (2018) *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics* (Cambridge University Press)
- Jason De Leon (2015) *The Land of Open Graves: Living and Dying on the Migrant Trail* (Berkeley: University of California Press).
- Daniel HoSang and Joseph Lowndes (2019) *Producers, Parasites, and Patriots: Race and the New Right-Wing Politics of Precarity* (Minneapolis: University of Minnesota Press).

All other readings will be posted on MyCourses.

## Course Requirements:

Component	Due Date	Weight
Oral Presentation	Assigned; request date/topic by September 15	15%
Response Paper	Assigned; request date/topic by September 15	15%
Research Paper – Proposal & Peer Review	October 12 and October 26	15%
Research Paper – Final Draft	December 15	30%
Oral Exam	Individually scheduled during exam period	15%
Seminar Participation	Cumulative and ongoing	10%

### Oral Presentation (15%)

Students will record a short (10-15 minute) video presentation, which engages with the seminar's readings and topic.

**The presentation should not be a summary of the readings.** Instead, you should identify and explore at least two or three key themes of the readings and provide a preliminary reaction to and commentary on the topic that week. The following points should be addressed in your presentation:

1. *Questions:* What makes the topic important? What are the key theoretical and empirical questions asked? Why should we care?
2. *Perspectives:* What is the basis of the perspective(s) offered? What are the major points of debate and difference? (Note: this is not a summary of each reading's argument.)
3. *Value-Added:* What do these readings add to the broader literature in REP? Do they suffer from any systemic weaknesses? How serious are they?
4. *Future Research:* Which references within each text would you be interested in reading, and why?

Students should submit their top three ranked preferences for presentation topics/dates to me via email by September 15; I will confirm presentation dates by September 16. Presentations should be recorded on Zoom and posted to MyCourses by **noon on the Friday preceding the assigned topic**. Presentations that are posted late will be

penalized one-third of a letter grade per day. For example, a presentation that would have received a B+ if it were submitted by noon on the Friday preceding the assigned topic will instead receive a B if it is submitted on Saturday. Presentations that are not submitted before class on Monday will receive a grade of zero.

#### Response Papers (15%):

Students will write **one** response paper on any seminar topic in the syllabus other than your presentation topic. Like all academic essays, the response paper should be **analytical** (i.e. not simply a reiteration of facts or a summary of the readings) and should have a **clear argument and coherent structure**. No outside research is required, but your response paper should engage with major themes of the seminar topic and main arguments in the readings and must reference a majority of the assigned readings.

Each response paper should be 8-10 pages double-spaced (i.e., 2,000-2,500 words), 12-point font with 1" margins and should use proper citation style (e.g. Chicago Manual of Style). Students should submit their top three ranked preferences for response paper topics/dates to me by September 15; I will confirm response paper deadlines by September 16. Papers should be submitted via MyCourses **before** the class when the topic will be discussed; **the paper deadline is the beginning of class**. Late papers will be penalized one-third of a letter grade per day. For example, a paper that would have received a B+ if it were submitted on time will instead receive a B if it is submitted one day late. Papers that are more than **one week** late will receive a grade of zero.

#### Research Paper – Proposal (10%), Peer Review (5%), and Final Draft (30%)

Students will write a 15-20 page analytical essay on a topic of their choice that pertains to ethnic and racial politics in Canada or elsewhere. This may include those covered in class, but students are encouraged to research a topic they find interesting. For example: affirmative action; voting identification laws; the racialized dimensions of COVID-19; criminal justice and police brutality; Black Lives Matter; #NoDAPL and/or #IdleNoMore; settler colonialism; education policy and school choice; busing and school desegregation; college admissions; race and labor unions; capital punishment; race in medical research; redlining; gentrification; media representations; etc. Students are strongly encouraged to speak with me about any potential topics during office hours.

A brief (3-5 page) **proposal** with your research question, preliminary argument, rough outline, and annotated bibliography of at least THREE academic (i.e. books or journal articles) sources **is due on October 12 by 11:59pm and should be submitted via MyCourses**.

Providing constructive criticism and feedback on the work of our peers, whether via blind peer review of journal articles, book reviews, or even tenure and promotion letters, is a significant part of being an academic. Students will write a 1-2 page (single spaced) peer-review of another student's proposal, which will be assigned via MyCourses by October 16. This [guide](#) was developed for conducting peer-review in the hard sciences, but many of the principles are applicable to our discipline, as well. **The peer-review is due on October 26 by 11:59pm should be submitted via MyCourses**.

The final draft of the paper must rely on **a minimum of one** nonfiction book published by a university press (e.g., Oxford University Press, University of Chicago Press), legitimate public policy institute (e.g., Brookings Institution Press), or adequate commercial publisher (e.g., Routledge Press) and at least **five** articles from **academic journals**, (e.g. *Ethnic and Racial Studies*, *the Du Bois Review*, *Social Identities*, *Immigrants and Minorities*). Please take note that these

requirements are minimums. All writing assignments must be 12-point font with 1-inch margins and use proper citation format and style, including a bibliography. All papers must also use either the notes or author-date documentation system of the [Chicago Manual of Style](#). **The final draft of the paper is due on December 15 by 11:59pm and should be submitted via MyCourses.**

Keep in mind that the purpose of this form of writing is to enable students to make a persuasive argument that demonstrates a comprehensive understanding of research that pertains to a topic that will help to illuminate the dynamics of ethnic and racial politics. In order to receive a grade of A, essays should: analyze arguments in relevant readings to support the development of a single, central thesis; identify a thesis that is creative, clearly stated at the outset of the essay, and draws an inference between two or more phenomena; use evidence from a range of different, reliable academic sources that are directly related to the topic at hand; be organized logically, with an introduction that states the thesis and frames the full response to the research question, body paragraphs that are ordered according to the logic of the thesis statement, and a conclusion that summarizes the discussion and considers further implications of the argument.

**Late papers will be penalized one-third of a letter grade per day.** For example, a paper that would have received a B+ if it were submitted on time will instead receive a B if it is submitted one day late. Final projects that are not submitted by Saturday, December 19, 2020 will receive a grade of zero. If you are anticipating: computer glitches, inauguration hesitation, bad planning, forgetting to hit “save,” a *Star Trek* marathon, a Senate filibuster, embarrassing messages from your mother on your Facebook timeline, the results of a presidential election in which the losing candidate now refuses to leave office, hurtful comments by close friends, good lovin’ gone bad, seeing your new brother-in-law on *The Bachelorette*, being struck by a stray meteorite, fear of intimacy, unforeseen cataclysmic acts of God, raccoon attacks, becoming a YouTube sensation, the paralysis of analysis, trouble with your 1988 Ford Taurus, loss of hope in your audacity or vice versa, the debilitating shame of liking Taylor Swift’s new album, losing your poli sci mojo, dating a Kardashian, being obsessed with Wolf Blitzer’s beard, judo chops to the throat, or anything else that might interfere with your writing, **get your essay started early.**

#### Oral Exam (15%)

Students will complete a 30-minute oral exam via Zoom, scheduled during the exam period. The exam will cover material from any week during the semester, and students will be required to demonstrate that they have achieved the learning objectives of the course. The oral exam will be recorded and recordings will be made available only to the student that took the exam.

#### Seminar Participation (10%):

This seminar will use both fixed (“live”) and flexible content. Students are encouraged to participate in the live seminar discussions, held each Monday from 10-11:30am. If you are unable to attend the fixed seminars, you should participate substantively in the weekly discussion threads hosted on MyCourses, either by posting questions that arise from the readings, or by responding to a question posed by another student. **Given that so many of our class interactions will happen online, it is crucial that students participate in the discussion threads on MyCourses on a regular basis.** I will do my best to post initial questions and engage in the discussion as well. Participation grades will be determined by the quality and value-added contribution of your presence in the course. You are responsible for completing the required readings before class, thinking through the issues and questions raised by the readings, and participating in class discussions (whether fixed or flexible).

## **Grading Criteria**

Students will receive grades based on the following criteria:

- A: all assignments completed in ways that demonstrate a strong and nuanced understanding of almost all course concepts. Strong and clear writing. Active and distinctive contributions to course discussions.
- A-: all assignments completed in ways that demonstrate solid understanding of almost all course concepts. Clear writing with occasional ambiguities. Active but less noteworthy contribution to course discussions.
- B+: all assignments completed in ways that demonstrate solid understanding of most core course concepts. Writing that handles some but not all issues clearly. Occasional participation in course discussions. This grade is a warning sign that the student is not where we expect them to be for steady progress through the program.
- B: all assignments completed, but in ways that demonstrate only basic understanding of some important course concepts. Writing that suffers from ambiguities or misunderstanding of important points. Occasional participation in course discussions. This grade is a strong sign that the student must improve their performance to continue in the program.
- B-: some assignments missing, or all assignments completed but written assignments and oral participation in class display difficulty grasping major concepts and readings in the course. **This constitutes a failing grade in the graduate program, such that the course does not count toward the student's degree.**
- C+ or lower: Missing or low-quality assignments and participation fall well short of graduate-level work.

## **The Fine Print:**

### Extraordinary Circumstances:

These are extraordinary times. I want to help you succeed in this course and your degree. If you are a parent, caring for elders or family members, dealing with physical or mental health issues, working two jobs, experiencing food or financial insecurity, trying to extract yourself from any kind of toxic relationship, or have other extenuating circumstances that will impact your ability to learn and do well in this class, please speak with me as soon as possible. We are also in the middle of a global pandemic and many of us are dealing with a situation we would have previously thought impossible. Humans have complicated lives, and I will not hold judgement. I don't even need to know the details. But what I will do is work with you to come up with appropriate alternate arrangements – but this is much more easily done in advance. In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

### Copyright of Lectures:

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

### Lecture/Conference/Seminar Recording:

By enrolling in a remote course, you accept that fixed sessions will be recorded. You must consent to being recorded if you are attending a lecture or participating in a component of a course that is being recorded. You will be notified through a "pop-up" box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the video recording in MyCourses.

For pedagogical reasons and for the enrichment of the experience of all students, attendance may be monitored and/or active participation may be expected or required during fixed (synchronous) class time. As such, you may be asked to turn on your camera and audio. If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so, inform your instructor *at the beginning of term* so that appropriate accommodations can be made.

In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during the lecture. As such, this personal information will be disclosed to classmates, whether during the lecture or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the lecture or in viewing the recording.

#### Netiquette Statement:

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action: (1) Username (use only your legal or preferred name); (2) Visual backgrounds; (3) "Chat" boxes.

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak. You should also follow instructors' directions about the use of the "chat" function on remote learning platforms.

#### Email Policy:

It is your responsibility to check your email every day. I may send you information on scheduling, corrections to lectures or readings, and other messages that you need to see. Once I have sent you a message, I assume that you have that information. Please note that I will respond to your emails within 48 hours.

#### On Being a Grad Student:

My friend/colleague Raul Pacheco has written a lot on how to write good notes, keep track of your research, ask relevant research questions, prepare for comprehensive exams, etc. His website is VERY HELPFUL:

<http://www.raulpacheco.org/resources/resources-for-graduate-students/>

#### Language of Submission:

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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Academic Integrity: 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 [McGill's guide to academic honesty](#) for more information).

## Course Schedule:

**\*Note our first class meeting is not until September 14.**

**Students should submit their top three ranked preferences for presentation topics/dates AND their top three ranked preferences for response paper topics/dates to me via email by September 15; I will confirm presentation dates and response paper due dates by September 16.**

### 1. CONCEPTUALIZING RACE

14 September

Howard Winant (2000) "Race and Race Theory," *Annual Review of Sociology* 26: 169-185.

Michael Hanchard and Erin Aeran Chung (2004) "From Race Relations to Comparative Racial Politics: A Survey of Cross-National Scholarship on Race in the Social Sciences," *Du Bois Review* 1(2): 319-343.

Vincent Hutchings and Nicholas Valentino (2004) "The Centrality of Race in American Politics," *Annual Review of Political Science* 7: 383-408.

Stuart Hall (1980) "Race, Articulation, and Societies Structured in Dominance," in *Stuart Hall: Selected Writing, Essential Essays, vol. 1* (Durham: Duke University Press), pp. 172-221.

Barnor Hesse (2011) "Self-Fulfilling Prophecy: the Postracial Horizon," *South Atlantic Quarterly* 110(1): 155-178.

### 2. COMPETING/COMPLEMENTARY FRAMEWORKS

21 September

#### General:

Nisha Nath, Ethel Tungohan, and Megan Gaucher (2018) "The Future of Canadian Political Science: Boundary Transgressions, Gender and Anti-Oppression Frameworks," *Canadian Journal of Political Science* 51(3): 619-642.

Choose **two** modules:

#### (a) Racial Formation:

Dan HoSang and Oneka LaBennett (2012) "Introduction," in *Racial Formation in the 21<sup>st</sup> Century*, eds. D. HoSang, O. LaBennett, and L. Pulido (Berkeley: University of California Press).

Michael Omi and Howard Winant (2012) "Racial Formation Rules: Continuity, Instability, and Change," in *Racial Formation in the 21<sup>st</sup> Century*, eds. D. HoSang, O. LaBennett, and L. Pulido (Berkeley: University of California Press).

#### (b) Institutionalism:

Miriam Smith (2009) "Diversity and Canadian Political Development: Presidential Address to the Canadian Political Science Association, Ottawa, May 27, 2009," *Canadian Journal of Political Science* 42(4): 831-854.

Kimberley Johnson (2016) "The Color Line and the State: Race and American Political Development," *Oxford Handbook of American Political Development*, eds. Richard Valelly, Suzanne Mettler, and Robert Lieberman (New York: Oxford University Press).

**(c) Intersectionality:**

Ange-Marie Hancock (2007) "When Multiplication Doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm," *Perspectives on Politics* 5(1): 63-79.

Sumi Cho, Kimberlé Williams Crenshaw, Leslie McCall (2013) "Toward a Theory of Intersectionality Studies: Theory, Applications, and Praxis," *Signs: Journal of Women in Culture and Society* 38(4): 785-810.

**(d) Critical Race Theory:**

Charles Mills (2017) *Black Rights/White Wrongs: the Critique of Racial Liberalism* (New York: Oxford University Press), chapter 1-3.

Melissa Weiner (2012) "Towards a Critical Global Race Theory," *Sociology Compass* 6(4): 332-350.

**(e) Transnationalism and Diaspora:**

Aiwa Ong (1993) "On the Edges of Empires: Flexible Citizenship among Chinese in Diaspora," *positions* 1(3): 745-778.

Brent Hayes Edwards (2001) "The Uses of Diaspora," *Social Text*, 66 19(1): 45-73.

**(f) Triangulations:**

Rita Dhamoon (2015) "A Feminist Approach to Decolonizing Anti-Racism: Rethinking Transnationalism, Intersectionality, and Settler Colonialism," *feral feminisms* 4: 20-37.

Claire Kim (1999) "The Racial Triangulation of Asian Americans," *Politics & Society* 27(1): 105-138.

Eduardo Bonilla-Silva (2004) "From bi-racial to tri-racial: Towards a new system of racial stratification in the USA," *Ethnic and Racial Studies* 27(6): 931-950.

**(g) Settler Colonialism:**

Evelyn Nakano Glenn (2015) "Settler Colonialism as Structure: A Framework for Comparative Studies of US Race and Gender Formation," *Sociology of Race and Ethnicity* 1(1): 52-72.

Andrea Smith (2012) "Indigeneity, Settler Colonialism, White Supremacy," in *Racial Formation in the 21<sup>st</sup> Century*, eds. D. HoSang, O. LaBennett, and L. Pulido (Berkeley: University of California Press) pp. 66-90.

Eve Tuck and K. Wayne Yang (2012) "Decolonization is Not a Metaphor," *Decolonization: Indigeneity, Education & Society*. 1(1): 1-40.

### 3. RACE AND THE STATE I

28 September

David Theo Goldberg (2001) "Racial States," in *Companion to Racial and Ethnic Studies*, eds. John Solomos and David Theo Goldberg (New York: Blackwell Publishing), pp. 233-258.

Jessica Trounstein (2018) *Segregation by Design: Local Politics and Inequality in American Cities* (New York: Cambridge University Press)

### 4. IMMIGRATION/MIGRATION I

5 October

Sarah Song (2018) "Political Theories of Migration," *Annual Review of Political Science* 21:385-402.

Mae Ngai (2014) *Impossible Subjects: Illegal Aliens and the Making of Modern America*, updated edition (Princeton: Princeton University Press) foreword, introduction & chapter 7.

Marisa Abrajano and Zoltan Hajnal (2015) *White Backlash: Immigration, Race, and American Politics*, chapter 1, pp. 25-59.

Luin Goldring, Carolina Berinstein and Judith Bernhard (2009) "Institutionalizing Precarious Migratory Status in Canada," *Citizenship Studies* 13(3): 239-265.

## NO CLASS 12 OCTOBER – PROPOSALS DUE

### 5. IMMIGRATION/MIGRATION II

19 October

Jason De Leon (2015) *The Land of Open Graves: Living and Dying on the Migrant Trail* (Berkeley: University of California Press).

### 6. CITIZENSHIP

26 October

Astra Taylor (2019) *Democracy May Not Exist, But We'll Miss it When it's Gone* (New York: Metropolitan Books), chapter 3, pp. 77-125.

Danielle Allen (2004) *Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education* (Chicago: University of Chicago Press) chapters 1-4, pp. 3-49.

Juliet Hooker (2016) "Black Lives Matter and the Paradoxes of US Black Politics: From Democratic Sacrifice to Democratic Repair," *Political Theory* 44(4): 448-469.

Sunera Thobani (2007) *Exalted Subjects: Studies in the Making of Race and Nation in Canada* (Toronto: University of Toronto Press), chapter 2, pp. 67-102.

Nora Sobel (2015) "A Typology of the Changing Narratives of Canadian Citizens Through Time," *Canadian Ethnic Studies* 47(1): 11-39.

## 7. CRIMINAL JUSTICE

2 November

Joe Soss and Vesla Weaver (2017) "Police Are Our Government: Politics, Political Science, and the Policing of Race-Class Subjugated Communities," *Annual Review of Political Science* 20: 565-591.

James Kilgore (2015) "Mass Incarceration: Examining and Moving Beyond the New Jim Crow," *Critical Sociology* 41(2): 283-295.

Wendy Chan and Dorothy Chunn (2014) *Racialization, Crime and Criminal Justice in Canada* (Toronto: University of Toronto Press), chapters 5-6, pp. 69-100.

## 8. RACE AND THE AMERICAN RIGHT

9 November

Daniel HoSang and Joseph Lowndes (2019) *Producers, Parasites, and Patriots: Race and the New Right-Wing Politics of Precarity* (Minneapolis: University of Minnesota Press).

## 9. RACE AND THE STATE II

16 November

Jamila Michener (2018) *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics* (New York: Cambridge University Press)

## 10. SOCIAL MOBILIZATION

23 November

Daniel Gillion (2020) *The Loud Minority: Why Protests Matter in American Democracy* (Princeton University Press), introduction and ch 1-2.

Megan Ming Francis (2019) "The Price of Civil Rights: Black Lives, White Funding, and Movement Capture," *Law & Society Review* 53(1): 275-309.

Chris Zepeda-Millan (2016) "Weapons of the (Not so) Weak: Immigrant Mass Mobilization in the US South," *Critical Sociology* 42(2): 269-287.

## 11. RACIALIZATION AND SECURITIZATION

30 November

Baljit Nagra (2017) *Securitized Citizens, Canadian Muslims' Experiences of Race Relations and Identity Formation Post 9/11* (Toronto: University of Toronto Press), chapters 1, pp. 3-43.

Nikhil Pal Singh (2012) "Racial Formation in an Age of Permanent War," in *Racial Formation in the 21<sup>st</sup> Century*, eds. D. HoSang, O. LaBennett, and L. Pulido (Berkeley: University of California Press).

Rita Dhamoon and Yasmeen Abu-Laban (2009) "Dangerous (Internal) Foreigners and Nation-Building: the Case of Canada," *International Political Science Review* 30(2): 163-183.

Yasmeen Abu-Laban and Nisha Nath (2007) "From Deportation to Apology: The Case of Maher Arar and the Canadian State," *Canadian Ethnic Studies* 39(3): 71-98.

## 12. RACIAL CAPITALISM

3 December

Jodi Melamed (2015) "Racial Capitalism," *Critical Ethnic Studies* 1(1): 76-85.

Michael Dawson (2016) "Hidden in Plain Sight: A Note on Legitimation Crisis and the Racial Order," *Critical Historical Studies* 3(1): 143-161.

Nancy Fraser (2016) "Expropriation and Exploitation in Racialized Capitalism: A Reply to Michael Dawson," *Critical Historical Studies* 3(1): 163-178.

Sheila Block, Grace-Edward Galabuzi, and Ricardo Tranjan (2019) *Canada's Colour Coded Income Inequality*. Canadian Centre for Policy Alternatives.

## 13. INFORMAL REALMS OF POLITICS

7 December

Richard Iton (2008) *In Search of the Black Fantastic: Politics and Popular Culture in the Post-Civil Rights Era* (Oxford University Press), ch 1 & 6.

Cathy Cohen (2004) "Deviance as Resistance: A New Research Agenda for the Study of Black Politics," *Du Bois Review* 1(1): 27-45.