

Syllabus

SOC6106, Summer 2023
Sociology of Crime & Law II: Law, Race, and Racism
as of March 15, 2023

Course and Instructor Information

Instructors: Prof. Ellen Berrey and Prof. Camisha Sibblis

Location: Room 240, 725 Spadina Ave.

Date/Time: May 2 - May 30, 2023; Tu/Thurs, noon - 2:45,

Office hours and location: By appointment. Room 352, 725 Spadina Ave.

Email: ellen.berrey@utoronto.ca and c.sibblis@utoronto.ca

Evaluation Components

	% of Final Grade	Due
Reading memos (8 memos)	3% each, 24% total	<i>Ongoing</i> : by 8am each day class meets
In-class participation	15%	<i>Ongoing</i>
Reading provocations	10%	<i>ongoing</i>
In-class presentation of proposal draft	6%	Tues. May 16, noon
Paper proposal	10%	Sun. May 21, 11:59pm
Final paper	35%	Thurs. June 8, 11:59pm

Readings

Required books (not available as ebooks in the UofT Library):

Maynard, Robyn. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax & Winnipeg: Fernwood Publishing.

Ray, Victor. 2022. *On Critical Race Theory: Why It Matters & Why You Should Care*. New York: Random House.

Other readings are linked in the syllabus (to online sources in the UofT library or elsewhere) or posted on Quercus.

Course Description

This graduate-level seminar explores the topics of the law, race, and racism. We will engage through close readings, discussion, and writing on sociological and cross-disciplinary socio-legal scholarship. The course starts from the premise that law creates race for the purposes of legitimating and perpetuating racism but can, under some conditions, generate social change that reduces racial inequality. The course covers both civil and criminal law, although more emphasis

is put on civil law given that the department offers courses on criminology. Many readings incorporate a historical perspective. This is because the contemporary legal and social dynamics of racism usually cannot be adequately analyzed apart from their history. There is flexibility in the topics we cover in the final class meeting.

Class Structure and Reading

This is a very intensive discussion-based course. We will cover a lot of material in a very condensed time span. *You should only take this course if you can commit your attention and time to it in the month of May.*

Camisha and Ellen will deliver some mini-lectures to provide context and background, but our primary role is to facilitate the conversation. Students will also facilitate discussion on some specific readings. Please arrive at each class meeting having read all the class readings and prepared to discuss them. The overall delivery of this seminar-style course is to support your integration of knowledge using a reflective and participatory approach.

Most readings are linked on the syllabus to the UofT library. Any others are on Quercus Files - Readings. Some readings are from the Crime and Law comprehensive examination reading list (*will be marked with **). Some readings are on the Colonization, Racialization, Indigeneity comprehensive exam list, as well (*will be marked with ***).

Reflexivity in Teaching and Studying Law, Race, and Racism

Reflection, reflexivity, and understanding of our own positionality are necessary for honest, productive engagement. Critical and marginalized scholars have stressed the importance of reflexively situating our scholarly selves in our social and historical context. We each bring our respective experiences and approaches to graduate classes:

From Camisha

I was born and raised in Canada, having interfaced with the various social systems here quite intimately as a service user. These are experiences that I weave into my research and pedagogy. I am also a Black woman, and a mother of Black boys and a girl – who also have Canadian indigenous status. I have worked within and at the interstices of the major social institutions. I have worked in child welfare, I have worked with Family Law as a clinical agent for the Office of the Children's Lawyer and also in criminal justice, I am a court qualified expert in Black identity and anti-Black racism (ABR) as it intersects with social institutions. I get called to speak with authority on race and racism in society, businesses, criminal justice and policing, education, child welfare. So as a Black scholar and social scientist, I am not a disimplicated body and it is these multiple locations that inform my teaching. My research focus is Blackness in the Canadian context, with attention to the intersection of Black identities, experiences, and communities with Canadian criminal justice, education, and social welfare institutions. I interrogate the ways in which the Black racialization process, in the Americas broadly and Canada specifically, has worked to marginalize and dehumanize its targets – Black people.

In my classes, I do not make pretentious presumptions about my ability to create a *safe space* for students, in recognition that the classroom is not a priori a safe space for me, as a young Black woman educator. I believe that the assertion that a safe space is being created while teaching

anything in the social realm including education, is already enacting harm to those victimized by systems of injustice which are embedded within the social. It assumes that learning about neo-colonialism, anti-Black racism, sexism, homophobia, etc. can be safe and comfortable under the “right” conditions and fails to recognize the classroom itself as a colonial site - which always already means unsafety for certain bodies- and censorship as the potential replication of oppressive systems: “Privileged students leave these safe spaces with transparently knowable oppressed identities safely tucked in their back pockets and a lesson on how to be aggressively and benevolently silent” (Hudson & McKittrick, 2014). Similarly, a brave space only incites the unsafe and subjugated voices to be brave, while requiring nothing of the mainstream and dominant voices. That said, rather than attempting to create a safe or brave space in my classroom, I am explicit about my hope to contribute to the fostering of an *accountable space*; where violence is not welcome, but it is named and addressed, where self-reflection and the examination of our privileged and marginalized identities is encouraged so that both silences and voices are acknowledged.

From Ellen:

My sociological training, research, and teaching have specialized in the topics of race, racism, and civil law (as well as culture, organizations, and politics) in the United States, especially Black-white dynamics there. As a white woman from an affluent background, raised in the United States and educated in elite American universities (but without a law degree), I have found that I do my best work when I approach sociology with rigor, curiosity, humility, and self-awareness. Over time, I have developed a personal philosophy that, to study race as a socio-legal scholar, I need to have a normative commitment to anti-racism. This includes a resolve not to be defensive, awareness of when I simply should be listening, and interrogation of my own sense of racial entitlement. I immigrated to Canada about seven years ago. Both the Canadian legal system and dynamics of race and racism in Canada still relatively are new to me. Since joining the UofT faculty, I have intentionally incorporated more content on settler colonialism and Indigeneity into my courses and thinking, although I recognize that very real problems can arise when non-Indigenous scholars who are not rooted in Indigenous communities (like myself) try to educate about Indigenous topics. I am proactively trying to learn from the wisdom of those with more experience and wisdom. Regardless, I will surely bumble, make mistakes, and need to correct myself.

The primary focus of this class is the substantive academic content. That said, we will have conversations about our personal experiences and positionalities in relation to what we are studying. This course tackles topics that will likely make all of us uncomfortable and “unsettled” at times. It should. Studying law can be intimidating. Law is a highly technical field. What’s more, law’s legitimacy rests, in large measure, on an extensive ideological apparatus that designates law as authoritative and beyond the reach of those who do not have specialized legal training. Studying race and racism also can be intense. It often requires emotional labor. White students/descendants of settler colonists and other students unfamiliar with these topics frequently become defensive, antagonistic, or overcome with feelings of guilt when confronted with evidence and analysis of how power, privilege, and exploitation operate. Students of colour often dread being put in situations where they are expected to manage their White peers’ anxieties and ignorance, among other matters. Even if you have studied and/or lived these topics for years, such tensions may never

fully dissipate. We should be attentive to these dynamics as needed, toward our common goal of serious, respectful scholarly engagement.

An invitation to reflexivity and accountability from us both

We encourage everyone to reflect deeply and raise points and questions about their positionality and/or the experience of studying race, racism, and the law throughout the semester. In the co-establishing of an accountable space in the classroom, we invite you to own the varied and intersectional ways in which you understand, embody, or resist the content and your perspectives, respectfully. These dynamics are important for creating a space of engagement and facilitating growth in our collective and interpersonal interactions. We also invite your constructive feedback and criticisms about how the class is going and our teaching style, shared either in the classroom or privately.

Assignments

All assignments should be submitted on Quercus.

Weekly Memos

For each class meeting, you should submit a condensed response to the readings (appx. 2 single-spaced pages, 1 inch margins, 12-point font). The purpose is threefold: to develop your critical thinking and writing skills; to foster the habit of writing alongside critical reading; and to increase the likelihood we will have a productive class discussion grounded in the content of the reading. Your memos should cover these four points¹.

- (1) Identify a broad central issue or theme in this reading or set of readings. Be sure to demonstrate that you understand the “big picture.”
- (2) Put some or all of the authors in dialogue with each other. Some options:
 - Identify at least one point of agreement on this issue and one core disagreement or tension,
 - Discuss their use of similar conceptual frameworks and/or methods to examine different empirical topics,
 - Discuss their use of different conceptual frameworks and/or methods to examine a similar topic.

In 1 and/or 2, also explain one related point of your own (e.g. your scholarly interpretation of it, a critique, a counterargument, an extension). Your writing should clearly differentiate which points are made by the author(s) and which are yours.

- (3) *Reflexivity*: Respond to any of these questions. Include discussion of your own positionality: how your understanding is shaped by your lived experiences and observations, esp. given your social statuses (e.g., your racial self-identification, your racialization by others, gender, class, nationality, etc.). Please write in the first person, using “I.”
 - Do I have previous knowledge about this topic? If so, what is the source of that knowledge? If not, why might that be?

¹ Credit: Some of these guidelines are adapted from Dr. Schwartman’s 2018 SOC6009 syllabus.

- How does this text support or challenge my existing worldview, knowledge, beliefs, and assumptions?
- In light of what the texts say or imply about social arrangements and power dynamics, what have I internalized? Do my actions and thoughts reflect or repudiate these arrangements and dynamics?
- What is my emotive reaction to points in the reading(s)? Am I troubled, angered, uncomfortable, affirmed, or something else? Why might I have this reaction?

(4) List two topics or questions related to the readings that you would like to discuss during our class meeting.

You should give some indications that you have done all the reading, especially when answering (1), but you do not need to go into detail on each one; you can focus on one or two readings that interest you most.

Do not use the memos to summarize the week's readings. That said, you should write up summaries in your notes for yourself. **Do not quote the readings; show that you can explain these ideas in your own words.**

Because there are 8 memos due but 9 class meetings. You can opt out of doing a memo for one class meeting.

Participation and Scholarly Attitude

You are expected to attend all the class meetings in their entirety and remain engaged throughout the discussion. More generally, we encourage you to adopt a “scholarly attitude” in this course. As Dr. Neda Maghbouleh has written, “Students with a scholarly attitude take the role of graduate student seriously and demonstrate their commitment to academic pursuits by actively engaging in the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, and generally going above and beyond the requirements of the course. Enrollees who lack a scholarly attitude passively complete the readings and responses and are primarily concerned with obtaining a particular grade in the course, doing the minimum required in the course, and/or cutting corners in an effort to appear more prepared than they really are. Graduate students who adopt a scholarly attitude are practicing their identity as they look forward to their future careers. Graduate students who do not adopt a scholarly attitude are still looking backward to the past and need to leave undergraduate expectations behind.” (SOC6109 Syllabus, Summer 2018)

Reading Provocations

At least twice during the semester, you will be responsible for introducing some of the readings and sparking conversation on them. Details to be added depending on the class size.

Final Paper

You are expected to write a final paper of approximately 5,000-10,000 words on a topic related to this course (20-40 pages double spaced, 1 inch margins, Times or similar size font). The topic of your paper is somewhat flexible but requires our approval. Options include:

1. A research paper based on empirical evidence that you collect (or a secondary data set) that examines a socio-legal question related to race and racism.

2. A review paper similar to a comprehensive exam essay, which poses a question and answers it using course readings and additional readings (highly recommended: draw on the Crime & Law and/or Colonization, Racialization, Indigeneity [reading lists](#)) . Your question could be theoretical, conceptual, and/or methodological. Your answer should develop an argument by integrating, comparing, and critically assessing (not just summarizing) the relevant literature.
3. A research proposal for an empirical research project that you want to conduct in the near future related to the course. Your proposal should contain your research question, the theoretical justification for your project—meaning, the analytic framework you will draw upon, the scholarly conversations you are engaging, and your proposed contribution—the methods, a discussion of the practical feasibility of the project, and a time line.
4. If you have been working on a paper for another class or for your thesis or dissertation and you want to revise it for this class in order to send it for publication, this may be an option. You will need to provide us with the original paper in the beginning of the semester, and you must demonstrate significant improvement of the paper during the course of the semester.

Your final paper should incorporate reflection on your positionality. This can be in a separate section with a header and/or incorporated throughout. This can be a challenging form of writing, especially because academia deskills us in this respect. We will make this a part of classroom conversations.

Your paper should contain very few or no quotes of the readings. Again, we expect you to demonstrate, in your writing, that you can explain these complex ideas using your own words.

The bibliography of your final paper should be formatted using the American Sociological Association guidelines or else the guidelines of another professional academic organization/field (if so, please note which one).

Also include a “Revisions Memo” appendix. Provide a bullet list summarizing key comments you received on your draft proposal presentation and your proposal along with explanations of how you have addressed those comments. If you are not addressing some of the key feedback, provide a rationale for your decision.

If your final paper fails to address any of the major comments we made on your proposal, and if you do not provide a persuasive explanation for why you did not address our comments, this will be reflected in your assignment mark and you may not receive detailed feedback on your final paper.

Paper Proposal

You should write a 2-4 page proposal for your final paper (double spaced, 12-inch font, Times or similar size font, 1-inch margins) that includes:

- Which type of final paper you will write (see list above)
- The main theoretical questions and/or empirical topics that you plan to engage
- How you will go about doing that (e.g., methods, literatures), including what material from the course you will draw upon.

- A brief outline of your paper
- Also attach (not in the page length) an annotated bibliography of at least five academic books or articles you expect to use. Annotate by writing a 2-5 sentence summary on each one.

If you submit a strong, serious proposal, we will be better able to guide you toward writing a strong final paper. Expect to receive detailed comments on your proposal.

Draft Paper Proposal

Post on the Quercus Discussion board one paragraph (or, if you are deliberating between two different topics, two paragraphs) indicating which of the four types of papers you expect to write and your ideas for it. We do not expect all your ideas to be fully formulated or well polished. Feel free to add a list with comments and/or questions regarding what you would like feedback on. We will review and discuss these drafts in class.

COURSE SCHEDULE

WEEK 1

1. INTROS, CRT IN U.S. & CANADA, STRUCTURAL & ANTI-BLACK RACISM

TUES. MAY 2 (80~ pages)

Critical Race Theory Frameworks

Ray, Victor. 2022. *On Critical Race Theory*:

- o Preface and Introduction, pp. Ix-xxxix
- o Chap. 2, “Structural Racism,” pp. 17-31

Aylward, Carol A. 1999. *Canadian Critical Race Theory*. Halifax: Fernwood Publishing:

- o Preface and Intro: pp. 12-17 (stop at “Chapter 1 details...”)
- o Chap 2 (part), “An International Movement” pp. 39-49
- o Chap 3 (part), “Canadian Crit. Race Litigation,” pp. 76-80 stop at “Historically,”

Structural Racism and *R. v Morris*

[R. v. Morris](#), 2018 ONSC 5186 (~30 pages, incl. Appendix A Expert Report by Owusu-Bempah, Sibblis, and James)

Court of Appeals decision [QUERCUS]

Sibblis, Camisha. Report on the Social History of Kevin Morris (*R v Morris*) [QUERCUS]

On Reflexivity

While these are written for social work education, they apply aptly to sociology, the study of social problems, and our interactions both direct and indirect with those we study.

Lay, Kathy and Lisa McGuire. 2010. “[Building a Lens](#) for Critical Reflection and Reflexivity in Social Work Education.” *Social Work Education* 29(5):539-550.

Van Beveren, Lauren, Griet Roets, Ann Buysse and Kris Rutten. 2022. “[Enjoy Poverty](#)’: Introducing a Rhetorical Approach to Critical Reflection and Reflexivity in Social work Education, *European Journal of Social Work*, DOI: 10.1080/13691457.2022.2063807

2. LEGALIZED RACIALIZATION OF “INDIANS” & RESISTANCE

FRI., MAY 5 READING (100~ pages)

Ray, *On Critical Race Theory*

- o Chap. 1, “The Social Construction of Race,” pp. 3-16

[The Indian Act](#) (R.S.C., 1985, c. 1-5). *This is a long statute. Read all the sections through the Definition and Registration of Indians, then quickly skim the rest.*

Background on the Indian Act: Indigenous Foundations, University of British Columbia. nd. “[The Indian Act.](#)” (appx 7 pages)

Lawrence, Bonita. 2003. “[Gender, Race, and the Regulation of Native Identity](#) in Canada and the United States: An Overview,” *Hypatia* 18(2): 3-31.

Razack, Sherene H. 2002. “Introduction: When Place Becomes Race.” Pp. 1-6 in Sherene Razack, ed. [Race, Space, and the Law](#): *Unmapping a White Settler Society*. Toronto: Between the Lines.

- Lawrence, Bonita. 2002. "Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada." Pp. 21-46 in Sherene Razack, ed. *Race, Space, and the Law: Unmapping a White Settler Society*. Toronto: Between the Lines.
- Rachel Yacaaʔał George. 2017. "Inclusion is Just the Canadian Word for Assimilation: Self-Determination and the Reconciliation Paradigm," Pp. 70-89 in *Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal*, edited by Kiera L. Ladner and Myra J. Tait. Winnipeg/Treat 1 Territory and Historic Métis Nation Homeland: ARP Books.

Optional/Recommended

- Whitt, Laurelyn and Alan W. Clarke. 2019. *North American Genocides: Indigenous Nations, Settler Colonialism, and International Law*. Cambridge: Cambridge University Press. Chap. 3 "[Settler Colonialism and Indigenous Nations](#)." Read pp. 44-54 (stop at "Uneven in its ...") and pp. 56-64 (stop at "In concluding this...")
- Truth and Reconciliation Commission of Canada. 2015. [Calls to Action](#). Skim pp. 1-11.
- Terminology guidelines/allyship:
- o [Indigenous Corporate Training, Inc.](#)
 - o National Museum of the American Indian – section on [Terminology](#)
 - o Montreal Urban Aboriginal Community Strategy Network. nd. "[Indigenous Ally Toolkit](#)." See esp. terminology on pp. 4-6.

WEEK 2

3. LAW'S HISTORICAL CONSTRUCTS OF RACE

TUES., MAY 9 READING (~150 pages)

- Maynard, Robyn. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Intro: "On State Violence and Black Lives," & Chap. 1, "Devaluing Black Life, Demonizing Black Bodies," pp. 1-49. Halifax & Winnipeg: Fernwood Publishing.
- Backhouse, Constance. 1999. *Colour-Coded: A Legal History of Racism in Canada, 1900-1950*. Univ. of Toronto Press. *Read 1 of the 3 substantive chapters (5,6,7)*
- o Introduction, pp. 1-17.
 - o Chap. 5: Yee Clun & White Women's Labour Law, pp. 132-171
 - o Chap. 6: KKK in Oakville, pp. 173-225
 - o Chap. 7: Viola Desmond, pp. 226-271
- McCalla, Angela and Vic Satzewich. 2002. "[Settler Capitalism and the Construction of Immigrants and 'Indians' as Racialized Others](#)." Pp. 25-26 and 33-44 (on immigrants only) in *Crimes of Colour: Racialization and the Criminal Justice System in Canada*, edited by Wendy Chan and Kiran Mirchandani. Toronto: Broadview Press.

4. DIVERSITY & MULTICULTURALISM AS DISCOURSES & POLICIES

FRI., MAY 12 (~120 pages)

- Ray, *On Critical Race Theory*
- o Chap. 4, "Racial Progress," pp. 48-59
 - o Chap. 5, "Interest Convergence," pp. 60-70.
- Berrey, Ellen. "Diversity Is Not Racial Justice: *Affirmative Action in Admissions and the Promises & Perils of Law*." Originally published in *Challenging the Status Quo*:

- Diversity, Democracy, and Equality in the 21st Century*, eds. Sharon Collins and David G. Embrick, 2019. 2022 version modified for teaching, pp. 1-18. [QUERCUS]
- Berrey, Ellen. 2015. "[Diversity Is For White People](#)," *Salon*. Oct. 26.
- Thobani, Sunera. 2007. *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. Chap. 4 on "Multiculturalism and the Liberalizing Nation" pp. 143-75. University of Toronto Press.
- Bannerji, Himani. 1996. "[On the Dark Side of the Nation](#): Politics of Multiculturalism and the State of Canada." *Journal of Canadian Studies* 31(3): 103-28.
- Maynard, Robyn. 2017. *Policing Black Lives*. Chap. 2: "The Black Side of the Mosaic," pp. 52-81. Halifax & Winnipeg: Fernwood Publishing.
- [Canadian Multiculturalism Act of 1988](#).
- Government of Canada. *Annual Report on the Operation of the Canadian Multiculturalism Act 2020 – 2021*. Read for key points.

Optional/Recommended

- Kuspinar, Hilal. 2016. "Affirmative Action and Education Equity in Higher Education in the United States and Canada." Unpublished Master's thesis, McGill University Faculty of Law. Read pp. 6-7 (overview of affirmative action in Canada) and pp. 48–56 (on law school admissions- look closely at table on p. 50, skim pp. 51-56)
- Univ. of Toronto Faculty of Law. nd. "[UofT Law Black Student Application Process](#)."
- Ahmed, Sara. 2012. *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press (or her 2007 *Ethnic & Racial studies* article).

WEEK 3

5. COLOURBLINDNESS IN LAW, COLOURBLIND RACISM IN PRACTICE

TUES., MAY 16 (~70 pages + legal text)

In-class: Presentations of proposal drafts

Ray, *On Critical Race Theory*:

- o Chap. 3, "Colorblind Racism," pp. 32-47

Lipsitz, George. "[The Sounds of Silence](#): How Race Neutrality Preserves White Supremacy." in *Seeing Race Again: Countering Colorblindness across the Disciplines*. Eds. Kimberlé Williams Crenshaw et al. Berkeley: Univ of California Press. pp. 23- 44 (stop at "Colorblindness and the Disciplines")

Mensah, Joseph. 2002. *Black Canadians: History, Experience, Social Conditions* 2nd Ed. Chapter 8: "Employment Equity and Blacks in Canada," pp. 235-360. Halifax, N.S.: Fernwood Publishing.

Mullings, Delores V. 2014. "The Institutionalization of Whiteness in Contemporary Canadian Public Policy," pp. 1150-140 in *Unveiling Whiteness in the Twenty-First Century*, eds. Veronica Watson, Deirdre Howard-Wagner, and Lisa Spanierman. Lexington Books. [QUERCUS]

U.S. and Canadian Law [QUERCUS]:

- o U.S. Constitution, Fourteenth Amendment (Amendment XIV, also called the Equal Protection Clause), Section 1, p. 13

- o U.S. Civil Rights Act of 1964 (original version). *Focus on yellow highlighting. What makes this “colourblind”?*
- o Canadian Charter of Rights and Freedoms (Constitution Act, 1982).
You can just read the yellow highlighted text on p. 1 and p. 3 on Section 15: Equality Rights. Consider how Section 15 is colour/difference-blind and how it is not.

Recommended/Optional

European Commission. 2012. *Comparative Study of Anti-Discrimination and Equality Laws of the U.S., Canada, South Africa, and India*. Office for Official Publications of the European Communities. *Read for main points on the U.S. and Canada:*

- o Executive Summary, pp. 1-10
- o Part I: Legal & Social Context: U.S. and Canada, pp. 13-18
- o Part II: Sources of Equality Law: pp. 23-28
- o Part III: Grounds or Protected Characteristics: pp. 31-33, 36-37, 37-39
- o Part V: Who Is Bound? pp. 45-47
- o Part VI: Definitions of Equality, pp. 49-53, 55-57

6. NARRATIVE & RACISM AT WORK & IN ANTI-DISCRIMINATION LAW

FRI., MAY 19 (~85 pages +70 pages skim)

Zoom Guest speaker Dr. Marlese Durr, Professor of Sociology, Wright State University, Dayton, Ohio.
2022 Sociologists for Women in Society [Distinguished Feminist Lecturer](#)

Ray, *On Critical Race Theory*:

- o Chap. 7, “Counternarratives,” pp. 82-91
- o Chap. 9, “Intersectionality,” pp. 101-111.

Durr, Marlese. *Paper to be circulated* (appx 10 pages)

Berrey, Ellen, Robert L. Nelson, and Laura Beth Nielsen. 2017. [Rights on Trial: How Workplace Discrimination Law Perpetuates Inequality](#). Chicago: Univ. of Chicago Press. Listen to [online “Audio” recordings](#) that correspond to each chapter.

- o Author’s Note, pp. vii-xiv.
- o Chap. 1, pp. 3-28 (skim 11-18 and 20-22)
- o Chap. 7, “Right Right, Wrong Plaintiff,” pp. 169-176 only
- o Chap. 9, “Stereotyping...” Read pp. 225-236 and pp. 258.

Trigger warning: Some plaintiffs in Berrey, Nelson & Nielsen readings describe disturbing workplace environments, including racist language.

Ahmed, Sara. 2021. [Complaint!](#) Duke University Press (skim)

- o Intro: Hearing Complaint, pp. 1-26
- o Chap. 1: Mind the Gap! Policies, Procedures, and Other Nonperformatives, pp. 27-68.

WEEK 4

7. CRT & ANTI-BLACKNESS IN EDUCATION POLICY & CHILD WELFARE

TUES., MAY 23 (~ 83 pages academic reading + 27 pages report)

Maynard, Robin. 2017. *Policing Black Lives*. Chaps 7 & 8, pp. 187 - 228.

Sibblis, Camisha. 2014. "[Expulsion Programs as Colonizing Spaces of Exception](#)," *Race, Gender & Class* 21(1/2): 64-81.

Dumas, Micheal J. 2016. "[Against the Dark](#): Anti-Blackness in Education Policy and Discourse." *Theory into Practice* 55(1):11-19.

Sithole, Tendayi. 2020. Chap. 6: "Marikana: The Conceptual Anxiety of Bare Life," pp. 222-239 in [The Black Register](#)

[Investigation](#) of the Peel District School Board:

[Investigation - 2020 Report](#) 27 pgs

[Review of Peel District School Board](#) (skim)

Supervisor's final [letter](#) and final [report](#)

8. CRITIQUES OF CRT + ANTI-CRT BACKLASH/ANTI-RACIST RESPONSE

FRI. MAY 26 (~70 pages academic reading + websites)

On Critiques of CRT

Howard, Tyrone C. and Oscar Navarro. 2016. "[Critical Race Theory 20 Years Later](#): Where Do We Go From Here?" *Urban Education* 51(3): 253-273.

Cabrera, Nolan L. 2018. "[Where is the Racial Theory in Critical Race Theory?](#): A Constructive Criticism of the Crits. *The Review of Higher Education*, 42(1): 209- 233.

On Anti-CRT Backlash and Anti-Racist Responses

Theoretical framing

Ray, *On Critical Race Theory*

o Review Preface on attacks on CRT, pp. xiv-xvii.

o Conclusion, pp. 125-129.

Alexander, Jeffrey C. 2018. "Frontlash/Backlash: The Crisis of Solidarity and the Threat to Civil Institutions." *Contemporary Sociology* 48(1):5-11

Okechuwu, Amaka. 2019. [To Fulfill These Rights](#): *Political Struggle Over Affirmative Action and Open Admissions*. Columbia University Press. Intro, pp. 15-21 and Chap. 2 Legal Mobilization, pp. 67-70²

Sources describing, documenting, and critiquing the anti-CRT movement:

o Kreiss, Daniel, Alice Marwick, Francesca Bolla Tripodi. 2021. "[The Anti-Critical Race Theory Movement Will Profoundly Affect Public Education](#)." *Scientific America*. Nov. 10.

o Golden, Dan. 2023. "[It's Making Us More Ignorant](#)." *The Atlantic* Jan. 3 (*univ soc courses*)

o University of California, Los Angeles (UCLA) School of Law Critical Race Studies Program, [CRT Forward Tracking Project](#). Read pages on About, Interactive Map, Methodology, and Blog posts on Understand the Map and the latest trends.

o African American Policy Forum (AAPF) #TruthBeTold Campaign [website](#).

² These excerpts are from Okechukwu's book on political contestation over open admissions and affirmative action in the U.S. The book centers especially on conservative legal and political challenges to these policies. Focus on Okechukwu's concept of racial political strategy and consider how it applies to the anti-CRT movement.

- § Be sure to click on the first set of (nine) yellow boxes to read that content.
 - § Review the AAPF's [#TruthBeTold Report](#), on Trump's "Equity Gag Order"
- Sources from leaders and supporters of the anti-CRT movement:*
- o Fox News. 2020. "[Chris Rufo Calls on Trump to End Critical Race Theory 'Cult Indoctrination' in Federal Government.](#)" Sept. 2. Video and article.
 - o Trump's Executive Order 13950: [Combatting Race and Sex Stereotyping](#)
 - o Kowalsky, Borys M. 2022. "[The Dangers and Delusions of CRT.](#)" *C2C Journal*. Sept. 20. (Canada)

WEEK 5

9. THE FUTURE WE WANT

TUES. MAY 30 – TBD depending on student interest. Possible readings include:

- Maynard, Robyn. *Policing Black Lives*. Conclusion
- Manning Marable, "Beyond Racial Identity Politics: Toward a Liberation Theory for Multicultural Democracy." *Beyond Black and White: Transforming African-American Politics*. London: Verso, 1995. 185 - 202.
- Nortley, Ruth. 2022. "A History of Toronto Activism against Anti-Blackness" in *Disarm, Defund, Dismantle. Police Abolition in Canada*. Shiri Pasternak, K. Walby, A. Stadnyk (Eds).
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Academic Integrity Clause

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well:

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "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."

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) and *Code of Student Conduct*

(<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council “Statement of Commitment Regarding Persons with Disabilities” at

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement

Equity and Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at <http://equity.hrandequity.utoronto.ca>.