

UCOR 3640-01 Interrogating Global White Supremacy

Spring 2017

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Office Hours: Thursdays 1:30-3:30pm, and by appointment

Course Description

This course introduces students to the dynamics of and resistance to global white supremacy. What are the historical and empirical realities of a transnational system of white supremacy? What does resistance to this form of global domination and violence look like in various areas of the world? What is whiteness and what is its relationship to white supremacy? How do we understand the politics of racism in the United States as connected to broader global forms of oppression? These are just a few of the questions that we will explore in this course. Part I of the course begins with historical and theoretical work on the contours of racism, whiteness and white supremacy, paying special attention to problems of structure and agency. Part II explores the scope of the problem of white supremacy today on a global scale. Part III includes an examination of dynamics of domination and resistance through a case study of Brazil (the United States is omnipresent in the course). Part IV includes an overview of modes of resistance to global white supremacy, including the culmination of the quarter-long student research on transnational resistance.

Core Course Learning Objectives

1. Through the focused study of a global challenge, students gain additional social scientific knowledge and improve their abilities to use rigorous social scientific thinking to answer questions and solve problems.
2. Students will develop their abilities to reflect on and use relevant knowledge they have learned in other courses across a variety of disciplines.
3. This course assists students in becoming effective writers, including writers of high quality academic prose.
4. This course helps students learn to engage in persuasive communication in appropriate civic spheres.
5. Each section of this course teaches students to deeply understand a major global issue or challenge (primarily from a social scientific perspective).
6. This course helps students understand relevant cultural dimensions of the global challenges being studied and, when appropriate, helps students develop awareness and skills in cross-cultural engagement.

Required Text to Purchase for the Course

1. Painter, Nell Irvin. *The History of White People*. WW Norton & Company, 2010.

All other readings are available through Canvas, including links. I have put print books on reserve in the library. If they are available online as ebooks, then you can access them through the library as well.

Readings listed below in the syllabus indicate the location of the readings for that day. I reserve the right to add (or subtract!) assignments as necessary.

Course Requirements

Participation & Preparation	15%
In-class journaling	5%
Reading Question Days	20%
Reflection and Synthesis Paper	15%
Resistance Presentation	25%
Final Take-Home	20%

Participation and Preparation (15%)

This course requires regular participation. I understand the material will often provoke emotional responses – this means that we need to treat each other with respect. While I expect you to respect your peers’ viewpoints, I also expect you to speak up when you have questions or something to contribute. ***Your grade is based on facilitating your peers’ learning in class.*** The usual rule of “quality” assumes an individual interaction between professor and student. My method is different: you need to consider how your questions and comments move the class forward.

If you are an introvert or feel shy and uneasy about speaking in class, please come see me at the beginning of the quarter (or whenever you feel this way) so we can discuss how to proceed. I also reserve the right to have short writing exercises in class. Participation in these exercises will count toward your general participation grade.

In-class Journaling (5%)

This assignment serves two goals. First, it is a centering and grounding exercise at the beginning of class. Second, it gives you an incentive to come to class on time (since it’s 8am!). You will journal about a specific or general question that I give you at the beginning of class. You’ll spend 10 minutes writing a response which you will then turn in to me. I will skim them and give you credit/no credit for it, but you have to do this exercise in class. I am not sure which days will be journaling days – it will be contingent on what is going on in the world and what is going on in class. We will have a minimum of 6 days of journaling (possibly more) so you will not lose credit if you miss one day.

Reading Question Days (20%)

I want to encourage you to read regularly so we may have productive discussions. We will have five “surprise” reading question days. I have posted a series of questions on Canvas for each day we have reading assigned. You will answer the questions and post them in the appropriate folder for that day. I will grade three questions from that day (regardless of how many are posted). Each question is worth two points, for a total of 6 points per question day. I will only grade *four of the five* days, so you will drop the lowest grade. The point system (for an individual question day) converts to: 6/6=100%, 5/6=83%, 4/6=67%, 3/6= 50%, 2/6=33% 1/6=17%.

At the beginning of a reading question day I will announce this in class. You will have posted your responses on Canvas already, ***so it should not cause anxiety!***

Student Reflection and Synthesis Paper (15%)

One of the “essential pedagogies” for a core course is to ensure that students “develop their abilities to reflect on and use relevant knowledge they have learned in other courses across a variety of disciplines.” This six-page paper will ask you to reflect on what you have learned in other courses about not only the topic of white supremacy, but also understandings of how methodologies commonly used in social sciences and other disciplines can contribute to the *mindsets* produced by white supremacy. Your grade will reflect depth of thoughtfulness and clarity of your analysis, as well as formal writing structure, style and grammar. ***This***

assignment is also designed to give you practice in preparing for the final take-home exam at the end of the quarter. More details will be forthcoming in class.

Resistance to Global White Supremacy Presentation (25%)

The goal of this assignment is to create a publicly available list of resources on global resistance to white supremacy. This is a collaborative assignment that will take place over the course of the entire quarter, culminating in a presentation and brief paper. For each time this class is taught, we will build on the previous class' work on the project.

For the first time this course is taught, you will be assigned a region of the world to research in small groups of four students. One group will have responsibility to research transnational resistance networks. Each group will create a 30-minute presentation (plus 15 minutes for Q&A) to the class that details (1) the socio-political context of white supremacy in their region of the world, (2) a profile of the organizations and/or movements they found that are organizing against white supremacy, including an analysis of their models of organizing, structures of accountability, challenges and successes.

The class will act as the visiting group of activists and scholars who want to know more about organizing for racial justice and anti-racist organizing in general from around the world. They are eager to learn, so they may ask you some tough questions!

Your group will also submit a short paper based on the presentation that has descriptions of each activist group, including contact information, in a paper format. Each student will be responsible for a different section of the paper, so you will be able to do this on your own. It is a reformatting of the information you provided in your presentation. *Guidelines will be forthcoming in class and on Canvas.*

NOTE: For each subsequent time this course is taught, students will take the research from the previous class and continue to build on it so that over the course of at least three quarters, we will have a working document that another class can transform into a webpage to be used by individuals and activists from around the world.

Take-Home Essay (20%)

You will receive the final take-home exam on the last day of class. You will have options when selecting which question prompts to answer. The exam will be based on the key concepts covered in lectures in class and the readings. The expected length for the final exam will be between 6 and 8 pages. I will discuss the format in class.

Films

We will watch films in class, as noted below on the course schedule. You should approach studying these films just as you would readings—take notes and reflect critically on what you are viewing. I will provide discussion questions to guide your note taking. They are fair game for your final take-home essay.

Letter Grades

All assignments will be graded using a 100-point scale (or converted to a 100 pt. scale). At the end of the quarter, when I calculate the percentages of your total grade, I will convert the point scale into the following letter grades:

A	= 95-100
A-	= 92-94
B+	= 88-91
B	= 84-87
B-	= 80-83
C+	= 77-79
C	= 73-76

C-	= 70-72
D+	= 67-69
D	= 63-66
D-	= 60-62
F	= 0 to 59

Electronic Device Policy

Laptops/Netbooks: You may use a laptop for note-taking purposes in class. I reserve the right to ask everyone to remove their laptops from the classroom, however, if they become distracting (e.g. internet usage).

Phones (and other similar devices): Please refrain from checking your phone during class. You may do so when we take a break during class. If you think I do not see you checking your phone, you are wrong. I have eyes in the back of my head and I hear and see **everything** classroom. ☺ Your participation grade will be negatively affected if you use your phone in class (this is the same if you use your laptop for anything other than taking notes).

Deadlines & Incompletes

Full credit for late assignments is available in extraordinary circumstances. If you anticipate a scheduling problem, you must contact me **prior** to the due date to get permission to turn in late work.

If you do turn in an assignment late, **I subtract 10 pts for every day it is late** (but the weekend counts as one day late). **As all assignments are due at the beginning of class, turning it in after the class will count as one day late.**

Incomplete grades are only extended for those students in extraordinary circumstances. You must contact me for approval of an incomplete.

Plagiarism

Plagiarism and any other form of cheating will not be tolerated and will be subject, at a minimum, to the penalty of a failing grade for the assignment. Seattle University's Academic Honesty Policy defines plagiarism as follows:

The unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one's own work. Examples of plagiarism include, but are not limited to, copying, paraphrasing, summarizing, or borrowing ideas, phrases, sentences, paragraphs, or an entire paper from another person's work without proper reference and/or acknowledgement. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. ***A student does not need to have intended to plagiarize; the unacknowledged use of another's work is sufficient.***

Full text of the policy is available at <https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679>

Additional Accommodations

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Office Hours and Contact Information

Email is the best way to contact me. In general, I will do my best to respond to your email within one day. If you are unable to attend regular office hours, please let me know in advance so I can set up an appointment to meet with you.

COURSE SCHEDULE

PART I: WAYS OF KNOWING & A HISTORY OF WHITENESS

Day 1

Welcome to class!

Day 2

History of Whiteness

Required Reading:

- Painter, Nell Irvin. *The History of White People*. WW Norton & Company, 2010. Pp. ix-xii; 34-90.

Total pages: 60

Additional Reading:

- David Walker. *Walker's Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America, Written in Boston, State of Massachusetts, September 28, 1829.*

Day 3

Ways of Knowing/History of Whiteness

Required Reading:

- Painter, Nell Irvin. *The History of White People*. WW Norton & Company, 2010. Pp. 133-150; 201-211.

Total pages: 27

Additional Reading:

Locke, Mamie. 1997. "From Three Fifths to Zero: Implications of the Constitution for African American Women, 1787-1870." In *Women Transforming Politics*, edited by C.J. Cohen, K. Jones and J.C. Tronto. New York: New York University Press. Pp. 377-386

Day 4

Meet in Resistance Groups

Check-in with Prof. Ernst

Day 5

Ways of Knowing/History of Whiteness

Required Reading:

- Painter, Nell Irvin. *The History of White People*. WW Norton & Company, 2010. Pp. 245-255; 267-277.

Total pages: 20

Additional Reading:

- Baldwin, James. *The fire next time* [1963]. Vintage, 2013.
- Bell, Derrick. 1998. "White Superiority in America (1988)." In *Black on White: Black Writers on What it Means to Be White*, edited by David R Roediger. New York: Schocken Books. Pp. 139-150.
- Harris, Cheryl I. "Whiteness as property." *Harvard law review* (1993): 1707-1791.
- Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics & Society* 27 (1): Pp. 105-138.
- Lipsitz, George. *The possessive investment in whiteness: How white people profit from identity politics*. Temple University Press, 2006.
- Roberts, Dorothy. Chapter 1. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century*. The New Press, 2013.

PART II: SCOPE AND SCALE OF THE PROBLEM

Day 6

Introduction to White Supremacy: The Three Pillars

Required Reading:

- Smith, Andrea. 2006. "Heteropatriarchy and the three pillars of white supremacy." In *Color of Violence: the Incite! Anthology*, edited by Incite! Women of Color Against Violence. Cambridge, Mass.: South End Press. **Pp. 66-73.**
- Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books. **Pp. ix-xv; 1-18.**

Total pages: 32

Additional Reading:

- Arvin, Maile Eve Tuck and Angie Morrill. "Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy." *Feminist Formations*, Volume 25, Issue 1, Spring 2013, pp. 8-34.
- Da Silva, Denise Ferreira. *Toward a global idea of race*. U of Minnesota Press, 2007.
- Leonardo, Zeus. "The color of supremacy: Beyond the discourse of 'white privilege'." *Educational Philosophy and Theory* 36.2 (2004): 137-152.
- Memmi, Albert. *The colonizer and the colonized*. Routledge, 2013.
- Mills, Charles Wade. *The racial contract*. Cornell University Press, 1997.
- Robinson, Cedric J. *Black Marxism: The making of the Black radical tradition*. Univ of North Carolina Press, 1983.

Day 7

History & Systems of Racism

Film: Banished

Required: Your presence!

Additional Reading:

- Jung, Moon-Kie, João Costa Vargas, and Eduardo Bonilla-Silva. *State of White supremacy: Racism, governance, and the United States*. Stanford University Press, 2011.

Day 8

Colorblind Racism

Required Reading:

- Bonilla-Silva, Eduardo. 2006. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman & Littlefield. Pp. 1-17; 73-96.

Total pages: 41

Additional Reading:

- Ahmed, Sara. "The nonperformativity of antiracism." *Meridians: feminism, race, transnationalism* 7.1 (2007): 104-126.
- Bonilla-Silva, Eduardo. 2006. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman & Littlefield. Pp. 131-215.
- Davis, Angelique M. 2007. "Multiracialism and Reparations: The Intersection of the Multiracial Category and Reparations Movements." *Thomas Jefferson Law Review* 29 (2). 11 pages.
- Davis, Angelique M., and Rose Ernst. "Racial Spectacles: Promoting a Colorblind Agenda through Direct Democracy." *Studies in Law, Politics, and Society* 55 (2011): 133-171.
- Krysan, Maria, Reynolds Farley and Mick P. Couper. "In the Eye of the Beholder: Racial Beliefs and Residential Segregation." *Du Bois Review*, 5:1 (2008) 5–26.

Day 9

Pathologies of Whiteness

Required Reading:

- Taharee Apirom Jackson (2011) "Which interests are served by the principle of interest convergence? Whiteness, collective trauma, and the case for anti-racism, Race, Ethnicity and Education" 14:4. Pp. 435-459.

Total pages: 24

Additional Reading:

- Lassiter, Jonathan Mathias. Whiteness in the Psychological Imagination September 17th, 2014. Hampton Institute.
- Leonardo, Zeus and Porter, Ronald K. 'Pedagogy of fear: toward a Fanonian theory of 'safety' in race dialogue', *Race Ethnicity and Education*, 13:2 (2010): 139 — 157.

PART III: COUNTRY CASE STUDIES

Day 10

"Globalization" Discourse

Required Reading:

- Leonardo, Zeus. "The Souls of White Folk: Critical pedagogy, whiteness studies, and globalization discourse." *Race Ethnicity and Education* Vol. 5, Iss. 1, 2002. 29-50.

Total pages: 21

Additional Reading:

- Bueno Lacy, Rodrigo, and Henk Van Houtum. "Lies, Damned Lies & Maps: The EU's Cartopolitical Invention of Europe." *Journal of Contemporary European Studies* (2015): 1-23.
- Heron, Barbara. *Desire for development: Whiteness, gender, and the helping imperative*. Wilfrid Laurier Univ. Press, 2007.
- Rodriguez, Dylan. *Suspended apocalypse: White supremacy, genocide, and the Filipino condition*. U of Minnesota Press, 2010.

Day 11

Brazil

Required Reading:

- Costa Vargas, João H. "Hyperconsciousness of Race and Its Negation: The Dialectic of White Supremacy in Brazil." *Identities* Vol. 11, Iss. 4, 2004. Pp. 443-470.

Total pages: 37

Additional Reading:

- Twine, France Winddance. *Racism in a racial democracy: the maintenance of white supremacy in Brazil*. Rutgers University Press, 1998.

**REFLECTION AND SYNTHESIS PAPER DUE ON CANVAS AT THE BEGINNING OF CLASS,
THURSDAY, MAY 11TH**

Day 12

REFLECTION AND SYNTHESIS PAPER DUE AT BEGINNING OF CLASS ON CANVAS

Brazil

(Same readings as previous class day)

PART IV: RESISTANCE

Day 13

Resistance

Anne Braden film/panel

Required Reading:

- Segrest, Mab. "Of Souls and White Folk." *Memoir of a race traitor*. South End Press, 1994. Pp. 157-175.

Total pages: 18

Additional Reading:

- Crass, Chris. *Towards Collective Liberation: Anti-racist Organizing, Feminist Praxis, and Movement Building Strategies*. Pm Press, 2013.
- Frankenberg, Ruth. *White women, race matters*. Minneapolis: University of Minnesota Press, 1993.
- Harvey, Jennifer. *Dear White Christians: For Those Still Longing for Racial Reconciliation*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2014.

Day 14

Resistance

Required Reading:

- Thompson, Becky W. *A promise and a way of life: White antiracist activism*. U of Minnesota Press, 2001. Pp. 1-38; 231-440.

Total pages: 47

Additional Reading:

- Spade, Dean. "Intersectional resistance and law reform." *Signs* 38.4 (2013): 1031-1055.

Day 15

Work in Class on Your Presentations

Phone/Skype Check-in with Prof. Ernst

Day 16

Presentations

Day 17

Presentations

Day 18

Presentations

FINAL TAKE-HOME ESSAY ANNOUNCED

LAST DAY OF CLASS