

**POLI 3427/ GWST 3600**  
**Sexuality, Racism, and Western Political Thought**  
**Fall 2020**

**Course Design:** Offered on-line, asynchronously

**This course was originally scheduled to meet in-person on Tues/Thurs 5:30-7:00 pm. This time will be reserved throughout the term for any requested [virtual] individual or group meetings.**

**Professor:** Dr. Margaret Denike  
Department of Political Science

**Email:** m.denike@dal.ca

**Course Description:**

This course addresses the emergence and impact of what remains among the most spectacular and persistent themes of contemporary social, political, and cultural theory: sexuality. It features both historical and contemporary theoretical approaches to sexual difference sexual orientation and gender identity, while at once elucidating the social, political and philosophical, significance of racism and race-thinking to their formulation, understanding and analysis.

Theoretically, this course takes as its starting point the work of French historian and philosopher, Michel Foucault, and particularly his genealogical method and related analyses of power in tracking the ‘emergence’ of sexual subjects –such as ‘the homosexual,’ the ‘hysteric,’ and ‘the pedophile’-- within medical and psychiatric discourses of the 19<sup>th</sup> century. Foucault’s historical approach and critical analysis of power, discipline, control, subjugation, and governmentality, among other things – and the work on sexuality, criminality, and insanity—through which this was explored -- remains one of the most popular and influential of our time, resonating within and throughout the academic disciplines in both humanities and social sciences. **This course will provide an opportunity for students not only to become familiar with Foucault’s contribution –and that a selection of scholars who have engaged his work-- to contemporary understandings of sexual, gender and racial politics, but also to assess its relevance and its limitations to understanding and articulating the social and legal reforms concerning race and gender identity that have been underway in the past few decades since his death.**

Topics and themes include normalization, criminalization, medicalization, disciplinary power, biopolitics, intersectionality, feminism, anti-racism, critical race studies, sexism, homophobia, genealogy, violence, discrimination, rights-based approaches, and social activism.

To supplement the lectures, which will be posted each week, and to help clarify and contextualize the required readings, the course includes a wide selection of video resources, TEDex talks, conference presentations and documentaries, the links to which are provided below in the list of weekly topics and readings for each week.

### **Required Resources:**

The titles and citations, and where possible, the direct links to the required articles and videos **are provided on the course syllabus** (below). Please appreciate that some of these links may expire OR they may require you to access them through the library portal under your Dal ID: this is to say that you may need to do your own search to find some articles, based on the citation information provided.

Where possible, and if available, I have posted pdf versions of the required readings each week in the appropriate module on Brightspace.

If your preference is for paper versions of the core text, it is recommended that you order Michel Foucault, *History of Sexuality: An Introduction*. Trans. Robert Hurley. NY: Vintage, 2012 [1976]. Electronic versions may be found through various services; an audio version is available through audible.com.

### **Evaluation Profile:**

#### **1. Three assignments: 45%**

There are four assignments, only three of which you need complete. You may choose to complete all four assignments, and use your top three grades. Guidelines for these assignment are posted in Brightspace.

**Due: Friday Sept. 25**  
**Friday Oct. 16**  
**Friday Nov. 6**  
**Friday Dec. 4**

3-5 page submissions that includes reflections on readings, videos, and class discussion; responses to prepared questions; elucidation of debates covered in the class; follow up on works cited [i.e., the footnotes] of an author; presenting and applying a key point to another context; extending or applying a framework or approach of one of the authors or readings.

#### **2. Research Essay: 30%**

2500 words max, excluding bibliography or works cited

**Due: Friday Nov. 20**

This essay asks students to draw on both course readings and additional research/reading, to further explore an argument, issue, debate and/or to apply the approach of one of authors discussed in the course.

These scholarly essays need to abide by the formal Style Guidelines formatting (APA, MLA, McGill, or Chicago Style) for proper documentation and referencing. Please see additional guidelines, posted on Brightspace.

Additional guidelines are provided below, at end the syllabus.

### 3. Participation: 25%

A particularly important component of the course is student participation in the online discussion sessions. Discussion sessions have been established for most of the course modules, with a limited time frame -- of one week-- for students to post comments to the group on that topic. Students are asked to post at least one substantive remark for each discussion session.

### Grading Profile

90-100 = A+	77-79.9 = B+	65-69.9 = C+	50-55.9 = D
85-89.9 = A	73-76.9 = B	59-61.9 = C	50 > F
80-84.9 = A-	70-72.9 = B-	56-58.9 =	

### Weekly Topics and Readings

Due to the COVID related initiatives and restrictions, this course is being delivered on-line, primarily asynchronously. This means that, instead of having to attend weekly lectures/classes at the set time --5:30-7 pm on Tuesday and Thurs, there will be a wider window of time available for you to ‘attend’ – including to watch the video lectures and other posted recordings or readings.

You may find it more convenient, for example, to instead visit the course site at different times on the following day. **Whatever your preferred schedule, it will be important to keep on schedule, and ensure that you cover the materials for the classes for the dates that they are assigned, as you will need them to inform your remarks and participation in the weekly discussions.**

As set out on this syllabus, a selection of required readings or video lectures are assigned for each week. These materials – readings and videos alike-- will inform both my recorded lectures and your discussions for the week, the focus of which will typically be clarifying the content and significance of the key articles or leading authors of the posted resources.

As a course in ‘political thought’ and in theories of sex and race, it will be helpful for students to attend to the general ideas and/or arguments of the authors: consider, for example, What is the speaker or author on about? Who or what is motivating the argument? Is it in response to another

or to a particular debate? If so, whose or what? How do their positions differ? What insights do they bring to the problem? Make a point of keeping notes and recording your thoughts about them.

In addition to the required readings, you will see several ‘recommended’ readings, for each topic. These are made available not only to provide further readings or considerations about the ideas covered in the required reading, but also as a valuable resource for your research essay or short assignments. Although they are not ‘required’ reading/viewing, they will be invaluable for clarifying and strengthening your understanding of those that are required. You are thus strongly encouraged to explore these and other recommended resources, and especially a) further writings by the authors or materials discussed in class; and b) the sources that are referenced by them, and that inform their approach or analysis, which you will find in their list of works cited.

When you are watching the posted YouTube video-recordings, please make a point of taking notes, for example of key points, general arguments, helpful remarks, related thoughts and etc., made by the speaker, narrator, or author. These notes will be valuable for your future reference, including when you wish to cite points or claims made by the speakers, in your writing assignments, or in the posts you make to the discussion groups.

A few brief notes are provided for many of the recommended resources, to give you a sense of what to expect in terms of content and length, as well as the topics and themes of interest.

## **Weekly Modules: Topics and Dates**

### **1. Sept. 8-10**

#### **Introductions and Overview of the Course Contexts of Contemporary Studies in Gender, Sexuality**

*Please begin immediately to read and watch the following required resources, which will inform both the lecture and student discussion for the first two weeks*

#### **Sept. 10**

#### **Definitions and Developments in Contemporary Gender Studies Gender Identity Legislation**

- Anne Fausto Sterling, “Dualing Dualisms,” reprinted Abby Ferber, Kimberly Holcomb, and Tre Wentling, eds. *Sex, Gender, Sexuality*. New York: Oxford UP, 2013, pp. 6-20.
- Abby Ferber, Kimberly Holcomb, and Tre Wentling, “Introduction,” “Key Terms,” and “Rethinking Foundations,” from Abby Ferber, Kimberly Holcomb, and Tre Wentling, eds. *Sex, Gender, Sexuality*. New York: Oxford UP, 2013, pp. xv- 5. [posted on Brightspace].

- A review of terms and distinctions within the past decade of contemporary gender studies is particularly important for students who do not have this background
- Consider the underlying patterns to these terms, including the significance of identity and difference; **medicalization**; non-binary variance
- Observations?
  
- Nina Dragicevic, “Shut Him Down: The Rise of Jordan Peterson: Canada’s Gender Identity Rights Bill C-16 Explained, CBC Docs POV, Nov. 22, 2018. Available at: <https://www.cbc.ca/cbcdocspov/features/canadas-gender-identity-rights-bill-c-16-explained>
  - Includes summary of the specific changes [adding ‘gender identity or expression’ to the CHRA; additions to criminal] and links to the legislative summary and overview of the status in each province
  - Also included is a link to CBC Docs POV [S2 E6] on “the firestorm sparked by professor Jordan Peterson’s dismissal of gender neutral pronouns and his meteoric rise to global fame for denouncing political correctness.”

***Additional Recommended resources***

- Katie Kerzog, “If the future is Nonbinary, It’s a bleak one for Women,” The Stranger: SLOG, November 30, 2018. Available at: <https://www.thestranger.com/slog/2018/11/30/36431918/if-the-future-is-nonbinary-its-a-bleak-one-for-women>
  - “According to a **GLAAD study** from last year, 20 percent of millennials identify as LGBTQ; 12 percent identify as trans or otherwise gender nonconforming.”
  
- [VIDEO] Margaret Nichols, “Beyond the Gender Binary,” (TedxJerseyCity) (12 mins) at: <https://www.youtube.com/watch?v=4MUIYlaWVUk>
  - defining terms; gender identity, gender fluidity
  - gender binary: when gender variant children are granted a free gender expression, they revolutionize culture, and break down the gender binary.
  - 14:00: “we hate women so much that we crush gender variant boys, though we give some slack to gender-variant girls....”
  
- [VIDEO] Judith Butler, “Short speech on gender,” (2 mins) at: <https://www.youtube.com/watch?v=Olc0hCY4lzI>
  
- [VIDEO] Pani Farvid (2016). “Saying goodbye to binary gender” (14 mins) At: <https://www.youtube.com/watch?v=DW5YctpK7pM>
  - How our binary gender system feeds into various forms of oppression, for both men and women
  - Sex vs gender (defined) sexism; discrimination; challenging the status quo of the binary system; there’s only *one* chromosome the minimal difference between men and women; the call for a future beyond the binary, without gendered consequences for being born with a penis or vagina, for being ‘equally human’
  - The fierce promotion and re-entrenchment of sex / gender difference (7:40)

- The steps that folks can take going forward
- Robin Wiegman and Elizabeth A. Wilson, “Introduction: Antinormativity’s Queer Conventions,” *Differences* 26:1 (2015).
  - summarizing certain thematic trends around ‘normativity’ in contemporary ‘queer theory’

## 2. Sept. 15-17

### The Social Construction of Race

### Structural Racism, Dog Whistle Racism, Intersectionality

- Ian F. Haney Lopez, “The Social Construction of Race,” in Richard Delgado, ed. *Critical Race Theory: The Cutting Edge*. Philadelphia: Temple University Press, 2013, pp. 191-203. Available at: <https://blogs.brown.edu/chscholars/files/2018/07/HaneyLopez-SocialConstructionOfRace.pdf>
  - Clear, short concise article elucidating a social constructionist definition of race, racial difference – including for white people
- [VIDEO] Ian Haney Lopez, “Dog Whistle Politics” (18 mins)
  - [At https://www.youtube.com/watch?v=qibFwUNDZX4](https://www.youtube.com/watch?v=qibFwUNDZX4)
    - Racist codes/coding in US political discourses [welfare queens; liberalism..]; explaining voters siding against their own interest
- [VIDEO] Trisha Rose, “How Structural Racism Works” 1:00:00 Available at:
  - <https://www.youtube.com/watch?v=bC3TWx9IOUE>
    - An excellent, extensive yet concise overview on [primarily anti-black] *structural racism* in the U.S., and how it is reinforced through ideas and policies -- which will provide one of the theoretical, practical and political contexts of the course
      - Defining Structural Racism; normalization of disadvantage via everyday processes; legitimation through institutions and policies.
      - Inter-dependence of various inequalities- -employment, education, historically,
      - Misrepresentations of drug-relations; discrepancies in wealth; arrests and prosecution
      - ‘Redlining’: a policy/practice whereby predominately black neighbourhoods identified as less valuable and less eligible for funding: a way of dis-investing in black communities; segregation; asset reduction
  - Ontario Human Rights Commission, *A Disparate Impact: Second Interim Report on Racial Profiling and Race Discrimination of Black Persons by the Toronto Police Service*. August 2020. Available at:

- <http://s3.documentcloud.org/documents/7032588/OHRC-a-Disparate-Impact.pdf>
- Krista Stelkia, “Police Brutality in Canada: A Symptom of Structural Racism and Colonial Violence,” *Social Policy*, Yellowhead Institute, July 15, 2020. Available at: <https://yellowheadinstitute.org/2020/07/15/police-brutality-in-canada-a-symptom-of-structural-racism-and-colonial-violence/>
- [VIDEO] Kimberle Crenshaw, “The Urgency of Intersectionality” TED Talk Dec 2016. <https://www.youtube.com/watch?v=akOe5-UsQ2o> (19 mins)

***Additional Recommended Readings and Potential References:***

- [VIDEO] Kimberle Crenshaw, in conversation with Laura Saunders, “What does Intersectionality Mean to Movements” <https://www.youtube.com/watch?v=9dcj5tegl7I>
  - #sayhername

**3. Sept. 22-24**

**Historical snapshots on the study of ‘sex’**

**“Deviant” Sexuality as an Object of ‘Scientific’ Study: Krafft-Ebing  
Speaking of Sex: Sigmund Freud, Psychoanalysis and the ‘talking cure’**

- *This week’s readings lays a foundation for understanding what Michel Foucault calls the ‘scientia sexualis,’ and provides a snapshot of the work of the leading figures in the late 19<sup>th</sup> century ‘science of sex.*
- Richard Von Krafft-Ebing, “A Fragment of the Psychology of the Sexual Life,” “Physiology” and the initial pages of “General Pathology,” from his book, *Psychopathia Sexualis with especial reference to Contrary Sexual Instinct: A Medico-Legal Study*. Philadelphia and London: F.A. Davis 1892, pp. ii-55.
  - Available electronically through the Dal Library, for which you need your personal student access
  - <https://www-gender-amdigital-co-uk.ezproxy.library.dal.ca/Documents/Details/Psychopathia%20Sexualis?login=true>
- Sigmund Freud, “Femininity” from *New Introductory Lectures on Psycho-Analysis*,” re-printed in Sheila Ruth, *Issues in Feminism*, pp. 122-133. [posted on Brightspace]

***Additional Recommended Resources***

- Judith Butler, “Preface” and “Prohibition, Psychoanalysis, and the Production of the Heterosexual Matrix,” Chapter 2 in her book, *Gender Trouble*. NY: Routledge, 1990. An electronic copy of the full book is available online at: [http://lauragonzalez.com/TC/BUTLER\\_gender\\_trouble.pdf](http://lauragonzalez.com/TC/BUTLER_gender_trouble.pdf)
- Richard Bukowski, “Case Studies: Dora – Sigmund Freud” *Psychreviews.org* (December 18, 2018). Available here: <http://psychreviews.org/case-studies-dora-sigmund-freud/>
- Geoffrey Mason, *Assault On Truth: Freud’s Suppression of the Seduction Theory*. Farrar, Straus and Giroux, 1984.

***There are many resources available electronically that summarize and elucidate the work of Sigmund Freud and the general project of psychoanalysis. See for example the resources issued by the Freud Museum in London:***

- VIDEO: Freud Museum London, “What is psychoanalysis part 1”: Is it weird (9 mins) <https://www.youtube.com/watch?v=pxaFeP9Ls5c>
  - Talking cure; Interpretation of symbols [rose associated with family trauma]
  - A ‘clue to that person’s individual truth’
- VIDEO: Freud Museum London, “What is psychoanalysis part 2”: sexuality (10 mins) At: <https://www.youtube.com/watch?v=fRlwDJusJ78>

#### **4. Sept. 29-Oct. 1**

##### **Introducing Michel Foucault: History of Ideas Power, Knowledge, Genealogical Inquiry**

- Clare O’Farrell, “Michel Foucault: Key Concepts, *Foucault News*. Available at: <https://michel-foucault.com/key-concepts/>
- Michel Foucault, Part I: “We Other Victorians,” *History of Sexuality: An Introduction*. Trans. Robert Hurley, NY: Vintage, 1990. pp. 3-13 [required text, available for purchase in bookstore]

##### ***Additional Resources***

- Stanford Encyclopedia of Philosophy, “Michel Foucault,” available online at: <https://plato.stanford.edu/entries/foucault/>
- [VIDEO] Philosophy: Michel Foucault  
At: <https://www.youtube.com/watch?v=BBJTeNTZtGU> (8 mins)
  - Quasi-animated super-hasty overview of childhood, queer s-m, MF as a political figure, and [early] major publications



- [VIDEO] Mark Thornsby, “Introduction to Foucault” (1:17:26) [see first 20 mins at this point]
  - <https://www.youtube.com/watch?v=Ua4wrcS9u3A>
  - Foucault’s international status (Chair, History of Systems of Thought; A well-informed, comprehensive academic overview of MF’s work)
  - Archeology, genealogy; history of concepts
  - *Discipline & Punish*: critical reflection on the concept of punishment
  - Governmentality [departure from Classical liberalism of Hobbes, Locke and social contract theory, which have limited applications to how ‘government’ works today [i.e., in the early 1970s-80s when Foucault was writing]
  - Systems of control; power – not as located in government, but as dispersed through institutions and practices
  
- [VIDEO] Michel Foucault, *Beyond Good and Evil* (1993):
  - <https://www.youtube.com/watch?v=xQHm-mbsCwk&t=542s>
  - A biographical documentary featuring his biographers, theorists, historians that contextualize the development of his work – beginning with the distinction between madness and reason
  - 40 mins. (see especially the first 10 mins)
  - Roy Porter (15:00 ...) turning on its head the idea that we have improved in our understanding and treatment of madness
  - Discipline and punish; The prison as model for society
  - Lynn Hunt, Camille Paglia, Paul Rabinow, Jeffrey Weeks....
  
- Michel Foucault, Lectures from “7 January 1976,” in Mauro Bertani and Alessandro Fontano, eds, *‘Society Must Be Defended’: Lectures at the College de France 1975-1976*. Translated by David Macey. NY: Picador, pp. 1-19.
  - on power becoming less juridical

## 5. Oct. 6 - 8

### Michel Foucault: History and the Appearance of ‘Sexuality’

- Michel Foucault, Part II, “*Scientia Sexualis*,” *History of Sexuality*, pp. 17-49.
- Michel Foucault, Part III, “The Repressive Hypothesis,” *History of Sexuality*, pp. 53-73.

#### *Additional Recommended Resources:*

[VIDEO] Christina Hendricks, Michel Foucault, *The History of Sexuality: An Introduction* (1:39:00). Available at:

<https://www.youtube.com/watch?v=v0tfJl1NKDk&t=440s>

- A very inspiring educator in the Arts One program at the University of British Columbia
- A clear overview and discussion on what Foucault is attempting to accomplish; of attempts to think about sexuality differently [especially in relation to power]: our

ideas about sex are historically constructed, emerging in time, and thus how we can think differently about it.

## 6. Oct. 13-15

### **A Feminist intervention: Catharine MacKinnon Whose Sexuality? Whose History? Foucault and Feminism**

- Catharine MacKinnon, “Does Sexuality Have a History?” in Domna Stanton, ed, *Discourses of Sexuality*. Ann Arbor: Univ. of Michigan Press, 1992, pp. 117-136. [posted on Brightspace]
- Catharine MacKinnon, “Intersectionality as Method,” *Signs: Journal of Women in Culture and Society*, Vol. 38, no. 4 (Summer 2013). [Use your personal library access to e-journals]
- Internet Encyclopedia of Philosophy, “Michel Foucault: Feminism”  
<https://www.iep.utm.edu/foucfem/>

includes:

- [Background: Foucault's Genealogy of Power, Knowledge and the Subject](#)
- [Between Foucault and Feminism: Convergence and Critique](#)
- [Power, the Body and Sexuality](#)
- [Subjectivity, Identity and Resistance](#)
- [Freedom, Power and Politics](#)
- [References and Further Reading](#)

## 7. Oct. 20-22

### **Foucault on Power: Juridical, Biopolitical and Disciplinary Power The Politics of Life and Death: Judith Butler Reading Foucault**

- Foucault, “Right to Death and Power over Life,” Part V, *History of Sexuality*. Pp. 135-159.
- [VIDEO] Robin James, “Judicial, Disciplinary and Biopolitical Power: Basic Background on Foucault” (55 mins) available at:  
<https://www.youtube.com/watch?v=X31ayDsG67U>
  - An excellent overview of Foucault, clearly elucidating and illustrated three approaches to –or models of–power
  - The first 20 minutes summarizes the difference between a) right of death; and b) power over life
- Butler, Judith. “Sexual Inversions: Rereading the End of Foucault’s *History of Sexuality, Vol. I*” in Susan J. Heckman. *Feminist Interpretations of Michel Foucault*.

Re-Reading the Canon. Pennsylvania State University Press. University Park, 1996, pp. 59-75. [posted on Brightspace]

- [VIDEO] Judith Butler, lecture ‘On COVID-19, the politics of non-violence, necropolitics and social inequality’ July 23, 2020. Available at: [https://www.youtube.com/watch?v=6Bnj7H7M\\_Ek](https://www.youtube.com/watch?v=6Bnj7H7M_Ek)
  - A written rhetorically flourishing theoretically laced lecture on COVID as world-changing; health - economy; the life-taking, sacrificial; the production of death; dispensability of lives
  - Disproportionate impact on folks of colour; the death rate of African Americans vs others in the US (13:00 and following); letting die (15:00);
  - Key question about necropolitics: “Is letting die a permutation of violence?” (17:00); whose life, if lost can be counted as loss?
  - Systemic racism 20:00; Foucault on taking life/letting dies; the failure of instituting healthcare;
  - See 22:00 -23:00.
  - Interdependencies of bodies; need for critiques of individuals

***Additional Recommended sources:***

- Thomas Lemke, “The Government of Living Beings: Michel Foucault” in *Biopolitics*. N.Y.: New York University Press, 2011, pp. 33-52
  - This book by Lemke, and other works that you will find by him online, provides a clear description and definition of biopolitics and different contexts.
- Michel Foucault (2003 [1976]), Lectures from “14 January 1976,” in Mauro Bertani and Alessandro Fontano, eds, ‘*Society Must Be Defended*’: *Lectures at the College de France 1975-1976*. Translated by David Macey. NY: Picador, pp. 23-41. [posted in Brightspace]
  - on the emergence of new modes of power; normalizing society
  - Note similarities to the last chapter of History of Sexuality

**8. Oct. 27-29**

**The Invention of the White ‘Race’  
Racial Nation building**

***Required reading and viewing:***

- Theodore Allen, *The Invention of the White Race. Vol 2: The Origin of Racial Oppression in Anglo-America*. Part I, pp. 5-45. Available online [although marked/highlighted] at: <https://msu.edu/course/ams/285/allen1.pdf>

- Relates the invention of the ‘white race’ [and the category of ‘white’ as a racial category to the labor crises [and dependence on indentured servants as ‘chattel’ / property] in 17<sup>th</sup> century Virginia, and specifically to the plantation elite
- [VIDEO] Jacqueline Battalora, Birth of a White Nation:  
<https://www.youtube.com/watch?v=TM6ehzu3p4c>  
Here is a fabulous lecture on the invention of ‘whiteness’ in colonial US; the division of race and the laws that helped enforce patriarchal white supremacy. Consider this as an extension of the idea that inform the ‘invention’ of sexuality (according to Foucault). Conditions of the Emergence of ‘white people’ after 1681; refutes any claims to the ‘biological’ roots of white people; “white supremacy has been embedded in US as a matter of [foundational] law”  
Basic argument: the invention of ‘white’ was a way of dividing the working class and poor, to create a new bottom
- Robert Bernasconi and Anika Maaza Mann, “The Contradictions of Racism: Locke, Slavery, and the *Two Treatises*,” in *Race and Racism in Modern Philosophy*, ed. Andrew Valls, Ithaca: Cornell University Press, 2005, pp. 89-107 [Available in the Library *seeking electronic copy*]
  - “Locke was one of the principal architects of racialized form of slavery (in the *Fundamental Constitutions of Carolina* 1669) ... i.e., to ...authorize the specific form of chattel slavery practiced in North America at that time.”
  - “How could the father of these natural rights, in the name of which, according to a familiar story, the slave were subsequently to be freed, have himself been involved in the slave trade?”

***Additional Recommended resources:***

- Robyn Wiegman, “Whiteness Studies and the Paradox of Particularity,” *Boundary 2*, vol. 26, no. 3 (1999) pp. 115-150 (access through Library access via e-journals)
- [VIDEO] Jeffrey B. Perry on Theodore W. Allen, the Invention of the White Race, and U.S. Labor History. Available at: <https://www.youtube.com/watch?v=cuYsHAEVJM0> (2014) [48 mins]
  - The first 20 mins is an excellent introduction to Allen’s *magnum opus*, which Perry presents as foundational to American labor history.
  - Allen’s work as extensively documented story of the emergence of the ‘white race’ in discourse [ie by tracking [the absence of ] references in a wide range of records; where it appears and under what circumstances, i.e., in Foucault’s terms – though Perry does not use them here—this is a ‘genealogy’
  - Presents Allen’s central thesis: that the push for the [new category] of ‘white race’ came not from the white proletariat and working class but from the plantation elite

9. Nov. 3-5

**Ladelle McWhorter: Applying Foucault  
A Genealogy of Sexism and Racism**

***Required reading:***

- Ladelle McWhorter, Chapter 1, “Racism, Race, Race War,” *Racism and Sexual Oppression in Anglo-America: A Genealogy*. Bloomington: Indiana University Press, 2009, pp. 17-62. [Brightspace]
- [VIDEO] *Racism: A History* (Part 1)  
An amazing 3-part documentary on the history of Racism, featuring a series of leading scholars, including those inspired by Foucault’s genealogical method. Available on youtube [in both shorter and full versions. the longer of which at:  
<https://www.youtube.com/watch?v=jqrt7ieJ-I>
- Ladelle McWhorter, Chapter 2: “A Genealogy of Modern Racism, Part 1: The White Man Cometh,” *Racism and Sexual Oppression in Anglo-America: A Genealogy*. Bloomington: Indiana University Press, 2009, pp. 63-96. [Brightspace]

***Additional Recommended Reading:***

- Frederick Douglass. “What to the Slave is the 4<sup>th</sup> of July?” [1852]. Available at:
  - [https://liberalarts.utexas.edu/coretexts/\\_files/resources/texts/c/1852%20Douglass%20July%204.pdf](https://liberalarts.utexas.edu/coretexts/_files/resources/texts/c/1852%20Douglass%20July%204.pdf)
  - Andrew Valls, “Introduction,” to Andrew Valls, ed. *Race and Racism in Modern Philosophy*. Ithaca: Cornell University Press, 2005. Available at:  
[https://books.google.ca/books?hl=en&lr=&id=RokMSK8iOg4C&oi=fnd&pg=PA1&dq=robert+bernasconi+race&ots=8W7RbL4v2F&sig=Hz1F1o\\_cYwky2ZuLFQ9VBSVXrW&redir\\_esc=y#v=onepage&q=robert%20bernasconi%20race&f=false](https://books.google.ca/books?hl=en&lr=&id=RokMSK8iOg4C&oi=fnd&pg=PA1&dq=robert+bernasconi+race&ots=8W7RbL4v2F&sig=Hz1F1o_cYwky2ZuLFQ9VBSVXrW&redir_esc=y#v=onepage&q=robert%20bernasconi%20race&f=false)  
Please note that this is a [potentially unstable] link, through google books that would vary from browser to browser. If this or other links do not work, please use your Dalhousie library access to obtain it).
  - the ‘invention of race’ very useful resources listed in the bibliography]
- [VIDEO] *Franz Fanon: Black Skin White Mask* [1996] Documentary by Isaac Julien. Available at: <https://www.youtube.com/watch?v=tQhwK0QM1gA> (1:00:00)
  - Representations of Fanon’s phenomenology of race under the colonial gaze

10. Nov. 10-12 Reading Break

11. Nov. 17-19

**Foucault: Discipline and Punish**

## Punishment, White Supremacy and Racial Control

### *Required reading:*

- Michel Foucault, “The Body of the Condemned,” Chapter 1 of *Discipline and Punish*. [Brightspace]
  - What it means to be ‘punished’ in the late 1700
  - Decline of the spectacle; role of the body; from ‘pain’ to discipline
- [VIDEO] Mark Thornsby, “Introduction to Foucault” (1:17:26) [resume/begin at 20 mins]
  - <https://www.youtube.com/watch?v=Ua4wrcS9u3A>
  - At 19:00-20:00 mins: Extended discussion of “The Body of the Condemned”: shift from spectacle to the internalization of punishment [i.e., a redirection of the soul]; justice [in the courts] vs punishment [as what is done in addition to justice]
  - At 45:30 mins: power; hold on the body; control of women’s bodies
- Timothy V. Kaufman-Osborn, “Capital Punishment as Legal Lynching?” in Charles J. Ogletree, Jr. and Austin Sarat, eds., *From Lynch Mobs to the Killing State: Race and the Death Penalty in America*. New York: New York UP, 2006, pp. 21-54. [Brightspace]

### *Additional Recommended Resources:*

- [VIDEO] Angela Davis, “How does Change Happen” [59 mins] (Jan 2007) <https://www.youtube.com/watch?v=Pc6RHtEbiOA>
  - “From radical rebel to university professor, Angela Davis has dedicated her life to social activism. In this talk, Angela Davis reflects on her successes and shares her insights on the strategies for change that have made -- and will make -- history.” Sponsored by the Women's Resources and Research Center at UC Davis
- [VIDEO] ‘Angela Davis in Conversation’ [10 mins] on feminism, hierarchy, racism, activism: <https://www.southbankcentre.co.uk/blog/angela-davis-conversation>
- [VIDEO]: “Abolish all Prisons?” Overrepresentation of Racial Minorities and the need to abolish prisons; exacerbating the very problems that prisons presume to address: <https://www.youtube.com/watch?v=RKfCaLxLohA>
- Here is a valuable resource: on the prison population in the US: “Mass Incarceration in America Explained in 22 Maps and Charts,” available at:
- <https://www.vox.com/2015/7/13/8913297/mass-incarceration-maps-charts>

12. Nov. 24-26

**The Panopticon: Surveillance, Discipline and the Making of ‘Docile Bodies’**  
**Michelle Alexandre: The Prison Industrial Complex and the New Jim Crow**

### ***Required reading:***

- Michel Foucault, “Panopticism,” *Discipline & Punish: The Birth of the Prison* (NY: Vintage Books 1995) pp. 195-228 translated from the French by Alan Sheridan. Available at:  
<http://imlportfolio.usc.edu/ctcs505/foucaultPanopticism.pdf>
- Michelle Alexander, Chapter 1: The Rebirth of Caste, from her book, *The New Jim Crow: Mass Incarceration in the Age of Color Blindness*, New York: The New Press, 2011, pp. 20-58. Available at: [https://www.vanderbilt.edu/ctp/The\\_New\\_Jim\\_Crow.pdf](https://www.vanderbilt.edu/ctp/The_New_Jim_Crow.pdf)

### ***Additional Recommended Resources***

- [VIDEO] Philosophy Tube, “Foucault 2: Government, Surveillance, & Prison” (8 mins). Available at: <https://www.youtube.com/watch?v=AHRPzp09Kqc>
- [VIDEO] Nicholas Herriman, “Foucault and Governmentality” (33 mins). Available at: <https://www.youtube.com/watch?v=KWTXVPHc7dU>
  - This slowly paced explanation of the forms of surveillance and control through which we make ourselves [docile] individualized subjects of governance.
  - Clear description of the **panopticon**, as a model for understanding [self] control
  - The creation of a new kinds of political subjects
  - With its reference to statistics/ data, this explanation helps lay a foundation for understanding governmentality through **data management**

### **13. Dec. 1-3 Beyond Biopolitics**

- [VIDEO] Dorothy Roberts, “Fatal Invention: the new Biopolitics of Race” (1:12:00) [https://www.youtube.com/watch?v=RUukdHM\\_2Uw](https://www.youtube.com/watch?v=RUukdHM_2Uw)
  - Race as an invented way of governing people
  - Challenges arising from Human genome project by which scientists are re-defining race as a biological [i.e., a return from the social construction of race; explanations in health differences between racial groups]
  - Using race as a proxy for genetic markers: assumptions of genetic difference
  - Areas of medicine where racial categories are at the forefront
  - Reproductive technologies -at 38:00 – racialized ideas of genetic perfection]; the portrayal of genetic perfection as typically blond....
  - Clinics: cataloguing by race

- Alana Lentin, “Thinking Blackly Beyond Biopolitics and Bare Life,” a blog, theoretical discussion and review on Alexander Weheliye’s book, *Habeus Viscus* – which provides a critical race assessment of Foucault’s ‘biopolitics’ and Agamben’s ‘bare life’. Available at:  
<http://www.alanalentin.net/2017/03/22/thinking-blackly-beyond-bio-politics-and-bare-life/>

## **ASSIGNMENT REQUIREMENTS**

All written submissions are to be submitted electronically as an MSWord attachment (and NOT a Pdf, so that I can provide electronic comments within the document).

Assignments need to include the identifying information, on the top left of the first page, including:

Your Name  
Course Code  
Assignment Number  
Date [that you are submitting it]  
Title

Your writing should be double-spaced, typed in black ink, with one-inch margins, regular (12-point) font, numbered pages.

For ANY material including phrases, statements, diagrams, data, or etc. that you use/take from any other written or digital [video, blog, website, journal or news article, etc. sources, you are required to clearly acknowledge and properly document using either APA, MLA, or Chicago style guidelines. In keeping with these style guidelines, they must have precise page numbers for all references and quotations; must include the proper use of quotations for any phrases or sentences taken from any other source; and they must include a properly formatted bibliography. *Please obtain –and keep handy -- the official style guidelines of your choice, for your own reference.*

## **RESEARCH ESSAY**

### **Maximum 2500 words, excluding bibliography**

While students are free to choose a topic, focus, and issue of their choice, your discussion and analysis of this topic must be done using the materials and approaches covered within the readings on the syllabus or in the discussions of the course [although you are welcome to approach them critically, depart from them, or disagree with them, etc].



Think of this paper as an opportunity to further explore one or more of the approaches, themes, arguments, frameworks, topics, issues, or debates that are covered within the course.

While you are encouraged to supplement the course resources with additional research materials or scholarly journals, etc. [using at least one external source from a peer-reviewed scholarly journal], **you are expected to engage with the course materials, (using a minimum of 4 readings or videos) and/or show your mastery of them** in your discussion of the topic or issue that you choose.

When summarizing the arguments or perspectives of an author [such as Foucault, MacKinnon, Freud] you are expected to use primary sources (i.e., *their* writing and/or public lectures, and specifically those listed on the syllabus for this course) rather than rely on a secondary source or other author that summarizes them), although you are certainly welcome to supplement your work with such additional resources.

**In addition to using at least one additional external scholarly resource, including from at least one peer-reviewed journal, you are required to draw on a wide variety (a minimum of 4) of the readings OR videos listed on the syllabus in developing your discussion.**

You will need to properly document your essays according to either Chicago, or MLA guidelines (which are available on line and at the writing centre). This means, among other things, that all quotations and direct summaries from a text or article must include a properly formatted citation, **with a precise page number** and proper corresponding bibliographic reference. Perhaps because it is among the most simple and clear formats, I recommend using the Chicago author/date system.

The general objectives of these assignments are as follows:

- a) Concerning comprehension, breadth of the materials that you cover, and accuracy of content. One objective of these assignments is for you to demonstrate your understanding and thoughtful analysis of a wide selection of the readings that are listed on the syllabus for this course. It is also designed to assist you in developing and/or demonstrating the skills and practices of clearly and accurately representing, documenting, contextualizing, and contrasting the ideas and arguments of other writers on a given topic.
- b) Concerning style: Another objective is for you to demonstrate your ability to develop and properly document a coherent argument in academic essay format, with attention to a clear introduction or outline; relevant paragraph development, and accurate referencing and citations.
- c) Concerning method/approach. Another specific objective of this assignment is for you to demonstrate your understanding and appropriate application of the theoretical framework or context of your selected topic, author, or field in social and political thought.