

of this course involves students learning about strategies for actively engaging in anti-racist thought and practice. Students will also learn how Indigenous peoples and people of colour empower themselves through activism and protest movements. The aim of the course is to explore how anti-racist theory is put into practice in order to make changes that can positively affect people's everyday lives.

COURSE OBJECTIVES

- Introduce students to geographic scholarship and scholars writing on various topics related to racism, anti-racism, and the experiences of racialized "Others."
- Provide students with the interpretive skills needed to understand and explain the lived experiences of people from different racial and ethnic backgrounds.
- Assist students in examining how concrete actions and practices can help break down structural and institutional racism.

LEARNING OUTCOMES

- Understand and explain how power, privilege, and positionality work to enhance the life of some while disempowering others.
- Examine geographical scholarship on racism, anti-racism, and racialized peoples.
- Describe the historical and contemporary theoretical frameworks being used by scholars to discuss racism and anti-racism across various spatial contexts.
- Analyze the intersectionalities of social positionality across spaces and places.
- Reflect on one's role and responsibility to support anti-racist activism.

REQUIRED COURSE READINGS

See Course Schedule at the end of the syllabus for the Assigned Readings. These are required readings for the course. Since this is a seminar format course, students are expected to come prepared having read the assigned reading each week and ready to engage in class discussion. I will also assign students into small groups, and you will use one of the assigned articles to do a group-led class presentation and discussion on Tuesdays (see Course Schedule below for group-led presentation and discussion dates). We will begin with group-led class presentations and discussions during Week 3. All of the weekly assigned articles are accessible on Brightspace for the course at <https://bright.uvic.ca>. Just click on the "**Course Readings**" folder to download the weekly readings.

ASSIGNMENTS AND EVALUATION SCHEME

Your final grade will be based on the following calculation:

Attendance and Participation	10%
3 Reflective Journal Writing Entries	10%
Group-Led Class Presentation & Discussion	25%
Midterm Exam	25%
Research Paper	30%

For the **second hour**, beginning during week 3, students will work in their small groups (2-3 students) assigned by the instructor to lead a group presentation and discussion on one of the assigned readings for the day. See details about assignments for specific instructions on what is expected to participate in the Group-Led Class Presentation and Discussion.

LAST 20 MINUTES: 1:00pm to 1:20pm

Finally, at the end of each class session, students will be given approximately **20 minutes to write down or type some notes and reflections** about the topic/readings/film for that day. You will use this time to take some notes to help you with writing your 3 reflective journal writing entries over the course of the semester. See details on assignment for more specific directions on what is expected for the reflective

journal/notebook/computer. Students can either write notes in a notebook, have a separate journal book, or you can decide to write on your computer. It is up to each student to decide how they want to take notes to write **3 one-page single-spaced reflection entries** over the course of the semester. This reflection is meant to help students think through some of the difficult and heavier topics we will be engaging with this semester. It is important to have time to process and reflect on your learning. You should consider what are the key themes you took away from the day's topic, what

3. You should add some **creativity to your class presentation and discussion** as well. Consider using visual aids such as posters, short power-point presentation, short video clips, or in-class activities (debate, concept map exercise, etc.) to get your classmates to think critically about the issues you are discussing. Keep in mind that you will have **60 minutes** to do your presentation and engage in discussion with your classmates about the topic you are presenting. Your goal is **to facilitate and stimulate respectful and thoughtful discussion with your classmates.**
4. Your grade for this assignment will be evaluated based on the following rubric:
 - a. Quality of the written handout
 - b. Quality of content and critical analysis of presentation in relation to the assigned reading including key concepts, ideas, theories, and arguments
 - c. Organization and structure of presentation
 - d. Creativity of presentation and discussion
 - e. Ability to engage and stimulate discussion with your classmates

IV. Midterm Exam (25%)

There will be one midterm exam over the course of the semester (see Course Schedule below for date). The **exams will consist of 5 short-answer questions**, and it will cover material from all assigned readings and videos/films. You will be expected to write one or two paragraphs for each question. The midterm exam will only include material covered from the beginning to the middle of the semester. Students will take the midterm exam on **TUESDAY, FEBRUARY 13, 2024, from 10:30AM-12:00pm PST** in class. The midterm will be 90 minutes (1 and half hours) in length.

V. Research Paper (30%)

You are required to write a research paper for this course. I would like you to select a topic of interest to you that relates to issues around race, racism, anti-racism struggles, and activism (preferably a topic/issue within the last 5-10 years and something that is focused on a particular context/case study/setting). You should select a topic that you feel strongly about to write your research paper. Once you select the topic that you are interested in writing about, **please write up a single-spaced, one-paragraph SUMMARY OF THE RESEARCH TOPIC that includes your research question. PLEASE EMAIL ME A WORD DOCUMENT (.docx file) with the Summary of your Research Topic by midnight PST on TUESDAY, JANUARY 23, 2024. Remember to include your name on the Summary document. I will review it and provide feedback the following week so that you can start working on your research paper.** You are strongly encouraged to start talking with me early in the semester about what topic you want to write about for the research paper. I enjoy discussing various topics with you, and I can help you focus on a particular topic for the research paper. You should follow these instructions as you write your paper:

1. This paper should be a total of 8-10 pages (not including reference page), double-spaced, 12 pt font size, 2.54 cm margins, with proper in-text citations. You should also include a separate reference page for external sources cited in the paper (APA style is required).

UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<http://www.uvic.ca/services/cal/>). The sooner you let me know your needs the quicker I can assist you in achieving your learning goals in this course.

UVIC POSITIVITY AND SAFETY STATEMENT

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Counselling Services – Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/services/counselling/>. Health Services – University Health Services (UHS) provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives. <https://www.uvic.ca/services/health/>. Centre for Accessible Learning – The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>.

Elders' Voices – The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

STANDARDS FOR PROFESSIONAL BEHAVIOUR

It is important that students understand and adhere to the University's standards for professional behaviour. The University policies regarding student behaviour are interpreted and applied within the Tri-Faculty. Like the University, the Tri-Faculty is committed to providing a respectful and productive learning environment. All members of our community, including students, have both the right to experience and the responsibility to help create such an environment. Professionalism is expected from all students enrolled in courses in the Tri-Faculty regardless of whether they are enrolled in a degree program in the Tri-Faculty. These standards for professional behaviour apply

making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

COURSE SCHEDULE

Day	Date	Topics & Assigned Readings
Tues	Jan 9th	Week 1: Introduction

- Welcome to the Course
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		<ul style="list-style-type: none">• Group #1: Class Presentation & Discussion Frances Henry and Audrey Kobayashi. (2017). "The Everyday World of Racialized and Indigenous Faculty Members in Canadian Universities," Chapter 6 of <i>The Equity Myth: Racialization and Indigeneity at Canadian Universities</i>, p. 1-40.• 20 minutes Reflective Journal Writing #2• REMINDER: EMAIL INSTRUCTOR 1-PARAGRAPH SUMMARY OF TOPIC FOR RESEARCH PAPER TODAY BY MIDNIGHT PST

Tues Jan 30th **Week 4: Students of Colour & Higher Education Spaces**

- **Group #3: Class Presentation & Discussion**

		<ul style="list-style-type: none"> • Group #5: Class Presentation & Discussion Sylvia Ang and Val Colic-Peisker, (2021). "Sinophobia in the Asian Century: Race, Nation and Othering in Australia and Singapore," <i>Ethnic and Racial Studies</i>, p. 1-21. • 20 minutes Reflective Journal Writing #6
Tues	Mar 12th	Week 10: African American Race Struggles & the United States
		<ul style="list-style-type: none"> • Camilla Hawthorne. (2019). "Black Matters are Spatial Matters: Black Geographies for the Twenty-First Century," <i>Geography Compass</i>, 13:11, p. 1-13. • Patrick Radebe. (2021). "Derek Chauvin: Racist Cop or Product of a Racist Police Academy?," <i>Journal of Black Studies</i>, 52:3, p. 231-247. • Film #3: "America's Culture War: Racism and the USA" & Discussion • Group #6: Class Presentation & Discussion Herbert G. Ruffin II. (2021). "Working Together to Survive and Thrive: The Struggle for Black Lives Past and Present," <i>Leadership</i>, 17:1, p. 32-46. • REMINDER: 3 REFLECTIVE JOURNAL ENTRIES DUE TODAY MIDNIGHT – SUBMIT IN BRIGHTSPACE FOLDER "SUBMIT REFLECTIVE JOURNAL WRITING ENTRIES HERE" • 20 minutes Reflective Journal

		<ul style="list-style-type: none">• RESEARCH PAPER DUE TODAY BY MIDNIGHT---SUBMIT IN BRIGHTSPACE FOLDER "SUBMIT RESEARCH PAPER HERE"• 20 minutes Reflective Journal Writing #8

Tues Mar 26th **Week 12: Anti-Racist Practices and Activism within Academia**