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**AFST 302 (LEC01)**  
Anti-Black Racism in North America  
GFC Hours 3-0  
Fall 2023

**Instructor:** Dr. Motilola Akinfemisoye-  
Adejare

**Lecture Location:** ENE 239

**Phone:** 403-220-6688

**Lecture Days/Time:** MoWeFr/  
11:00am-11:50am

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**Office:** ES 602E

**Office Hours:** Wednesdays 12:15pm-1:15pm,  
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**Prerequisite(s):** None

**COURSE DESCRIPTION**

The anti-Black protests of Summer 2020 drew attention to what had existed for many centuries. The unjust murders of Black civilians in the United States such as George Floyd, Breonna Taylor, and many others saw scholars, activists, and citizens across the world taking to the streets, workplaces, and their walls on social media platforms to protest the dehumanization of Black lives. As many across the world were 'locked down' because of the COVID-19 pandemic, the wave of protests that these unjust killings sparked reverberated across the globe. It is very important to have conversations about race and racial inequities, not because we are trying to point fingers or play the blame-game, but importantly because we all have inherited a deeply racist system that marginalises Black people and people of colour.

This course therefore seeks to provide an overview of the long history of Anti-Black racism, and will explore the background, ideology and struggles against anti-Black racism. It also critically examines relevant concepts and theories, as well as the intersections of race, ethnicity, class, gender, politics and power, as well as privilege and inequality within the contexts of transnational migration and others.

## **LEARNING OUTCOMES:**

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

Upon completion of this course, you should be able to:

- Explain key concepts about the social construction of race and ethnicity
- Identify historical dimensions of power structures, inequality and privilege that steered Anti-Black Racism
- Explain the various levels and manifestations of Anti-Black Racism
- Critique current structures of power, privilege and inequality that continue to enable Anti-Black Racism
- Reflect upon personal opinions and beliefs about race, anti-racism and anti-blackness, and articulate what these opinions and beliefs mean.
- Engage more knowledgeably in discussions of racism, otherness and inequality.
- Apply this knowledge to make changes to system barriers and do better.

## **READINGS AND TEXTBOOKS:**

### Required Text

- Satzewich, Vic (2021) *'Race' and Ethnicity in Canada: A Critical Perspective* (5<sup>th</sup> edition). Toronto: Oxford University Press

### Recommended Texts

- Ray, Victor (2022) *On Critical Race Theory: Why It Matters & Why You Should Care* Random House: New York
- DiAngelo Robin (2018) *White Fragility: Why It's So Hard For White People to Talk About Racism* Beacon Press: Boston
- Maynard, Robyn (2017) *Policing Black Lives: State Violence in Canada from Slavery to the Present* Fernwood Publishing: Halifax & Winnipeg
- Kendi, Ibram X. (2019) *How to Be an Anti-Racist* One World: New York
- Fanon, Frantz (2008) *Black Skin, White Masks* Grove Press: New York

## **REQUIRED TECHNOLOGY and EQUIPMENT:**

To successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; current antivirus and/or firewall software enabled; broadband internet connection, a word processor such as Microsoft Word and PowerPoint for assignments and presentations. To participate effectively in this course, learners are expected to know how D2L works, please visit: <https://elearn.ucalgary.ca/technology-requirements-for-students/>.

## **COURSE REQUIREMENTS AND ASSESSMENTS**

**Quiz 1: 15%: Friday September 29, 2022, in-class, in-person, closed book, Scantron-based:** This is an in-class closed book multiple choice and True or False quiz. It will cover text chapters, readings, and lecture materials from week 1 to week 4.

**Written Reflection 20%: 500 words. Due Wednesday November 24, 2023 via D2L Dropbox no later than 23:59** This is a personal reflective essay in which you are free to choose to write about any of the topics taught in class that has resonated with you. Please make connections to your experience(s) and how race is shaped by or shapes this experience. The focus of your essay is to connect positionality, location, and identity. This essay will be graded based on its thoughtful and careful engagement with the themes of race and not based on some notion of “correctness.”

**Quiz 2: 20%: Monday November 6 2023: in-class, non-cumulative, closed book, multiple choice and True or False, Scantron-based.** This is an in-class multiple-choice and True or False quiz. It will cover text chapters, readings, and lecture materials from week 5 to week 9 and will be non-cumulative.

**Class Participation/Discussion on D2L 10%: Ongoing throughout the semester.** Co-creation of knowledge is an important part of this class. Robust contributions in class and on D2L will be useful in deepening our understanding of some of the issues discussed in this course. The maximum point for this component is 10% and once you have full marks, extra points here cannot be transferred to other assessment components. If there are special circumstances that hinder you from participating in these discussions online or in class, please reach out to the instructor so that we can together work something out.

**Registrar-Scheduled Final Exam 35%. Closed book, multiple choice and True or False questions. Venue: TBA**

The final exam will cover text chapters, readings, and lecture materials from week 7 to week 13.

### **Policy on late assignment submissions, missed tests and deferrals.**

Late assignments will be penalized 5% per day, including weekends, and holidays without prior instructor approval. Instructor approval for a late submission must be sought and received no later than five business days before the assignment due date.

Missed examinations/tests cannot be made up without the approval of the instructor.

Exams may only be deferred in the case of serious illness or medical emergency, religious observance, or domestic affliction (see: <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>) Students who miss a test have up to **48 hours** to contact the instructor to ask for a makeup test. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam and will receive a mark of zero on the exam or assignment. Makeup tests will differ significantly in format and/or content from the regularly scheduled test. In this case, **the make-up exam will be strictly**

**essay style.** Deferred registrar-scheduled final exam will be **strictly long answer essay style.**

Also note that with the instructor's approval the weight of missed exam may be transferred to remaining exams or assessments. Please note that this policy excludes the participation component of this course.

Once approved by the instructor a makeup test/exam must be written within **two weeks** of the missed test/exam on a day/time scheduled by the instructor. Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Deferral of the registrar-scheduled final exam requires Registrar approval <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>

NOTE: Should a request to defer term work exceed the end of the term, a Deferral of Term Work form must be completed and submitted to the Office of the Registrar. The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean or designate and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. Application information is available at: <https://www.ucalgary.ca/registrar/student-centre/student-forms>

**Reappraisal of Graded Term Work:** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade:** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Department of Anthropology and Archaeology Grading Scheme:**

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

***\*\*Please note that no extra credit or 'make up' work is available in this class\*\*  
You do not need to pass each course component to earn a passing grade in the class***

## **Land Acknowledgement**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.

## **Acknowledgment and Respect for Diversity**

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

## **COURSE POLICIES**

This course involves reading materials, watching clips, and having critical discussions about race and racial issues in various forms. If you are concerned that one of the weekly topics or readings will be particularly destabilizing to you, or if you want me to flag topics for you, please do not hesitate to email me to discuss this with me further. If you need further support regarding this, you may reach out to the African and Caribbean clubs on campus as well as the African Studies Taskforce team, who would be more than happy to help out.

In the light of the above, it would be very helpful if we could extend kindness to each other in our discussions and conversations. Race and Racism are difficult subjects. It is therefore very important that in this class, we are courteous and respectful. Respect is very crucial on this course.

## **Email Policy**

I will make every effort to respond to your email within 24-48 hours (might be longer over the weekend). Please include your UCID and course code in the subject of your email when you contact me. Please note that formal email netiquettes apply when contacting me: "Dear Dr. Motilola" together with a well signed off greeting such as "Sincerely", "Kind regards" etc, work best. If I have not responded after 48 hours, it might be that I have missed your email. Kindly send a follow-up message, forwarding your initial message. Thank you for your kind understanding.

## **UNIVERSITY POLICIES**

### **ACADEMIC ACCOMMODATIONS**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live->

[ucalgary.ucalgary.ca/student-services/access](http://ucalgary.ucalgary.ca/student-services/access). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>.

### **ACADEMIC INTEGRITY POLICY**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### **ACADEMIC MISCONDUCT**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed

under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

## CLASS SCHEDULE

Please note that minor adjustments can be made to this schedule with prior notice.

Week	Date	Topic/Activity/Readings/Due Date
Week 1	W Sep 6  F Sep 8	<p>Introductions, course expectations</p> <ul style="list-style-type: none"> <li>Opening thoughts: “Systemic racism is a machine that runs whether we pull the levers or not, and by just letting it be, we are responsible for what it produces. We have to actually dismantle the machine if we want to make a change” Oluo, Ijeoma, <i>So you want to talk about race</i></li> <li><b>Watch:</b> Oluo, Ijeoma. “So You Want to Talk About Race.” <a href="#">So You Want to Talk About Race   Ijeoma Oluo   Talks at Google - YouTube</a></li> </ul> <p>What is race, ethnicity and anti-Blackness?</p> <ul style="list-style-type: none"> <li>Read: Satzewich, Vic (2021) “The concept of Ethnicity and “Race”</li> <li>Further reading: Ray, Victor “Introduction: Why Critical Race Theory matters” pp xix-xxxv</li> </ul>
Week 2	M Sep 11- F Sep 15	<p>Theoretical perspectives of Race, Critical Race Theory</p> <p><b>Read:</b> Satzewich, Vic (2021) “Theories of Ethnicity and Race” Chapter 2</p> <p><b>Watch:</b> Morrison, Toni. “Race and Racism.” YouTube. <a href="#">Toni Morrison on race and racism - Jazz interview - YouTube</a></p> <p><b>Watch:</b> Hill, Lawrence. “Being Black in Canada.” <a href="#">Being Black in Canada - Lawrence Hill   CBC.ca</a></p> <p><b>Further reading:</b> Ray, Victor “The Social Construction of Race” Chapter 1</p>
Week 3	M Sep 18-F Sep 22	<p>Pre-Colonial African History</p> <ul style="list-style-type: none"> <li><i>What can knowledge of African civilizations tell us about Africa and Africans prior to colonialism?</i></li> </ul> <p>Historical dimensions of Black immigration to Canada</p> <p><b>Watch:</b> Adichie, Chimamanda (2009) “<a href="#">The Danger of a Single Story</a>”</p>
Week 4	M Sep 25- W Sep 27	<p>Immigration Policy and Practice</p> <p><b>Read:</b> Satzewich (2021) “Immigration and the Canadian Mosaic” Chap 4</p>
	<b>F Sep 29</b>	<b>First in-class closed book quiz (Scantron-based)</b>



Week 5	M Oct 2-F Oct 6	<p>White Fragility</p> <p><b>Watch</b> DiAngelo, Robin. "Why It's So Hard for White People to Talk About Racism." White Fragility: <a href="#">Why it's so hard for white people to talk about racism - Dr Robin DiAngelo - YouTube</a></p> <p><b>Read:</b> Oluo and Dolezal, "The Heart of Whiteness." <a href="http://www.thestranger.com">www.thestranger.com</a></p>
	M Oct 9	Thanksgiving Day, No Classes
Week 6	W Oct 11-F Oct 13	<p>Globalization, Migration and Anti-Black Racism</p> <p><i>How does anti-Black racism impact migration and globalization?</i></p> <p><b>Read:</b> Satzewich (2021) Understanding Social Inequality: The Intersection of Ethnicity, Gender, and Class. Chapter 5</p>
Week 7	M Oct 16- F Oct 20	<p>Formal schooling and Anti-Blackness</p> <p><b>Read:</b> Dancy, T. E., Edwards, K. T., &amp; Earl Davis, J. (2018). Historically white universities and plantation politics: Anti-Blackness and higher education in the Black Lives Matter era. <i>Urban Education</i>, 53(2), 176-195.</p> <p><b>Watch:</b> <a href="https://www.youtube.com/watch?v=k9fmJ5xQ_mc&amp;t=143s">https://www.youtube.com/watch?v=k9fmJ5xQ_mc&amp;t=143s</a> Guest Lecture: Friday October 20</p>
Week 8	M Oct 23- F Oct 27	<p>Studying Racism Today: Black Lives Matter and Policing Issues</p> <p><b>Read:</b> Satzewich (2021) 'Racism'. Chapter 7</p>
Week 9	M Oct 30- F Nov 3	<p>Health inequalities and Black communities</p> <p>Guest Lecture on Black people's health in Canada (TBA)</p> <p>Friday November 3: Review before second quiz</p>
Week 10	M Nov 6	<p><b>Monday November 6: Second in-class quiz (non-cumulative, closed book, scantron-based)</b></p>
	W Nov 8- F Nov 10	<p>Anti-Black Racism and the Media</p> <p><b>Read:</b> Miller, John (2020) <a href="#">Canadian Media Incapable of Covering Race</a>, New Canadian Media</p> <p><b>Read:</b> Jan, Tracy (2017) <a href="#">News media offers consistently warped portrayals of black families, study finds</a>, The Washington Post</p> <p><b>Read:</b> Dominic A. Alaazi, Alphonse Ndem Ahola, Philomina Okeke-Ihejirika, Sophie Yohani, Helen Vallianatos &amp; Bukola Salami (2021) Immigrants and the Western media: a critical discourse analysis of newspaper framings of African immigrant parenting in Canada, <i>Journal of Ethnic and Migration Studies</i>, 47:19, 4478-4496, DOI: <a href="https://doi.org/10.1080/1369183X.2020.1798746">10.1080/1369183X.2020.1798746</a></p>
Week 11	Nov 12-18	Reading Break, No Classes

Week 12	M Nov 20- F Nov 24	What can be done about racism? Guest Lecture by a representative of the Office of Equity, Diversity and Inclusion <b>Reflective Essay due Wednesday November 24 2023 via D2L Dropbox no later than 23:59</b>
Week 13	M Nov 27- Dec 1	How to be anti-racist Recommended reading: <i>How to be an Anti-racist</i> by Ibram X. Kendi
Week 14	M Dec 4	Final thoughts and comments
<b>Dec 9-Dec 20</b>		<b>Registrar Scheduled final exam. Date, time, and location TBA</b>

### IMPORTANT DATES

M Sept 4	Labour Day, No Classes
T Sept 5	Start of Classes
R Sept 14	Last day to drop a class without a financial penalty
F Sept 15	Last day to add or swap a course
F Sept 22	Fee payment deadline for Fall Term full and half courses.
S Sept 30	National Truth and Reconciliation Day
M Oct 9	Thanksgiving Day, No Classes.
M Nov 13	Remembrance Day Observance
Nov 12-18	Reading Break. No classes.
W Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 9-20	Fall Final Exam Period.
Dec 25-31	Holiday Observance, University Closed.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>