

POLS 490: RACE, GENDER, AND WORLD POLITICS

Fall 2023

| | |
|--|-------------------------------------|
| Instructor: Dr. Neil S. Williams (he/him) | Time: T TR 12:30 – 1:45 p.m. |
| Email: shaun.williams@louisiana.edu | Place: Mouton Hall, Room 209 |

Course Pages:

1. <http://www.neilswilliams.com/teaching.html>
2. <https://moodle.louisiana.edu/>
3. <https://www.perusall.com/>

Student Hours: 10:45am -12:45pm Monday and Wednesday in Mouton Hall 118, or by appointment.

Required Texts:

- None

Objectives:

This course is an introduction to how race and gender interact with and shape politics around the world, relying on multiple critical approaches to politics that are relevant to the modern world. This course will emphasize a number of perspectives, including those of Black folks, Post-colonial scholars, Black feminists, Indigenous scholars, and other historically excluded peoples. We will also examine relationships with subjects such as political behavior, colonialism, incarceration, development, justice, human rights, and environmental concerns. Despite this diverse list of topics, not every possible facet of race, gender, and politics can be covered in a single semester. However, through our discussions, analyses, and syntheses, a central goal will be to help students understand broader political situations through the frameworks we examine.

Perusall: All readings will be available on [Perusall](#) after class. Perusall is a cool e-reader which allows for collaborative annotation of readings and videos with both me and your peers. Assignment due dates and reminders are also included in Perusall to help you keep track of readings. It is free to create an account. After you have done so, our course can be accessed by entering the code **WILLIAMS-WG94D**.

Important Dates: Below are important test and due dates. Note that they, as well as everything else in the syllabus, may be changed as the semester continues. I will notify you in good time of any updates.

| | |
|--|--|
| Module 1 Perusall Annotations due | Tuesday, September 26 th , 2023 |
| Module 1 Analysis Paper due | Tuesday, September 26 th , 2023 |
| Module 2 Perusall Annotations due | Tuesday, October 31 st , 2023 |
| Module 2 Analysis Paper due | Tuesday, October 31 st , 2023 |
| Module 3 Perusall Annotations due | Monday, December 4 th , 2023 |
| Module 3 Analysis Paper due | Tuesday, December 5 th , 2023 |

Grading

Late work will be taken 10% off per day and I reserve the right to give a 0 after more than 3 days with no valid excuse.

- **Attendance: (5%)** Attendance will be taken on random days. Attendance counts
- **Participation: (15%)** Participation will be evaluated using class participation. Active participation implies paying attention in and engaging with the material and with your fellow student colleagues. You will get the most out of class if you come to class having completed the Perusall assignments and be capable of discussing and responding to the assigned material. Keep in mind these points as you read:
 1. What is the main point or argument?
 2. What evidence do they use to support their argument?
 3. Is there contradicting evidence?
 4. How does the author’s argument relate to the other content from the course?
- **Perusall: (20%)** Each module’s Perusall annotations will be worth 33.3% of your Perusall grade, or 6.67% of your total grade.
 - You should have at least one in-depth annotation for full credit on that specific Perusall assignment (but are free to include more, including shorter ones, if desired). In-depth Perusall annotations should be around 3 sentences and engage with the assigned content on a deeper level. Your goal for these annotations is to create connections and to critically consider the material.

Examples of full credit hypothetical Perusall annotations:

1. **Connection to lecture/other material:** “Wow! This video was incredibly interesting. I am reminded of the lecture where we discussed how situations of economic stress can encourage unrest in other areas of society in Egypt. I wonder what the government and/or could have done in both the Egyptian case and the one here in England to meet protesters demands? It seems like the groups in England and Egypt wanted slightly different things.”
2. **Response to an argument or main point:** “I appreciate how this article discussed democracy, and while I like what they are saying about the need to think about democracy in different ways, I am somewhat confused about how to apply this in the real world? Do different scholarly conceptualizations of democracy impact how different people around the world interact with their government? Does it matter what the people say about their government, or is it just the experts’ considerations we should think about?”

Examples of hypothetical Perusall annotations that may not receive full credit:

1. **Too short:** “Very cool. I had no idea that voting was like this.”
2. **Overly vague or wandering to fill space:** “This is an important topic that we should all make sure to listen to. When I think of important topics this is definitely near the top. Although I didn’t know about this before, I really know more now.”

- **Module 1 Analysis Paper: (20%)** The analysis papers will have a provided choice of two to three prompts and you select one and respond with analysis and synthesis in 5 pages.
- **Module 2 Analysis Paper: (20%)**
- **Module 3 Analysis Paper: (20%)**

Grade Scale

| | | |
|---|--|---------------|
| A | | >= 90.00 |
| B | | 80.00 - 89.99 |
| C | | 70.00 - 79.99 |
| D | | 60.00 - 69.99 |
| F | | <= 59.99 |

Academic Honesty *“The University holds that all work for which a student will receive a grade or credit shall be an original contribution or shall be properly documented to indicate sources. Abrogation of this principle entails dishonesty, defeats the purpose of instruction, and undermines the high goals of the University. Cheating in any form will not be tolerated. Students shall be assumed to know the acceptable methods and techniques for proper documentation of sources and to avoid cheating and plagiarism in all work submitted for credit, whether prepared in or out of class.”* (From [University of Louisiana Lafayette page on Academic Honesty.](#)) Academic dishonesty will not be tolerated and if discovered will be appropriately punished. For more information about what constitutes cheating, plagiarism, or intellectual dishonesty, consult me or the university web page.

Statement on AI software such as ChatGPT

Continuing with the previous statement on academic dishonesty, the use of ChatGPT and other AI software is prohibited for graded assignments. Using AI software is grounds for a 0 on the assignment, a 0 in the course, and a possible referral to the University. Furthermore, for assignments, we will be using Turnitin software which has tools to detect AI-generated text and responses, making the use of AI for assignments especially inadvisable.

Respect in the Classroom: Given that we are discussing politics and sensitive issues around politics, please be respectful of your fellow students as well as me. This includes abstaining from any use of discriminatory language, condescension, name-calling, bullying, etc. In addition, please make sure to allow space for students to voice their opinions and share thoughts. The classroom is made better when everyone feels as though they can contribute. I will also be sure to do my best to act as respectful and professional towards you all through the course of the semester.

Disability Resources: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Agnes Edwards Hall, room 126. Once registered, students should then schedule an appointment with their instructor to make appropriate arrangements for accommodations.

Contact me in good time for deadlines on make-up work.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to visit the Counseling and Testing Center page with tips on the [Mental Health & Wellness Resources](#) page. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- Make sure to seek help when needed. FREE counseling is available to you at the University Counseling and Testing Center. For more information, please contact the office at 337-482-6480, counseling@louisiana.edu, or stop by the Saucier Wellness Center (OK Allen Hall).

Technology: I permit laptops and other devices such as Kindles and iPads if they are being used for class-related purposes. If you are off-task (Facebook, Instagram, Myspace, Tik Tok, Neopets, Club Penguin, etc.) while on these devices, it will be deducted from your participation grade.

Coronavirus Information for Students**Fall 2022 Overview****Vaccinations Required**

UL Lafayette students are required to provide proof of COVID-19 vaccination, a physician's certification that the vaccine is medically contraindicated, or a written dissent. Learn more about the vaccination requirement.

Boosters are strongly encouraged.**Face masks recommended on campus**

The University's Face Covering Policy was recently amended to recommend, but not require, that everyone wear face coverings in all indoor settings and outdoors while on University property.

A department or unit may require all individuals wear face coverings over their mouths and noses if it is determined to be necessary during a specific face-to-face course, in a specific classroom, laboratory, and/or private office/workspace, or other areas.

Additional exemptions and face covering guidelines are outlined in the policy. [Read the Face Covering Policy](#) on the University Policies website.

Courses to return to original delivery methods, employees to return to normal work schedules

The transmission rate of COVID-19 remains high in the Acadiana region and throughout the state, according to the Centers for Disease Control and Prevention and the Louisiana Department of Health. However, the University is seeing a decline in positivity rates among its students and employees.

This decrease, combined with the University's comprehensive testing protocols, is enabling a return to normal course delivery methods and operations. Classes that transitioned to remote learning at the start of the spring semester will begin to transition back to their original course delivery methods beginning Monday, Feb. 7. All courses should have returned to their original modes of instruction by Monday, Feb. 21. Students should check Moodle and with their professors for more details regarding when their classes will transition back.

In-person student organization events, including meetings, socials, and service projects, will continue to be allowed on and off campus provided masks are worn and proper social distancing can be maintained. Additionally, intramural sports will resume.

COVID-19 testing available on campus

COVID testing is available by appointment at Student Health Services on campus.

See a [list of other local COVID-19 testing sites](#) from the Louisiana Department of Health.

University’s COVID-19 testing strategy As of April 7, testing of asymptomatic University employees and students (regardless of vaccination status) is suspended.

Stay home if you do not feel well.

Students

Students who feel ill should stay home and call Student Health Services at (337) 482-1293 to schedule an appointment. Students are required to report illness or a known COVID-19 exposure [via the UL Lafayette Student Quarantine and Isolation form](#).

View pdfs of the CDC’s latest quarantine and isolation guidelines and what to do if you have been in close contact with someone who has COVID-19.

Staff and Faculty Members

As a reminder, staff and faculty members who test positive for COVID-19 must contact their supervisors and complete the COVID-19 positive test reporting form. Additionally, faculty and staff who have been in close contact with someone who has tested positive for COVID-19 must complete the COVID-19 exposure reporting form.

Reporting forms must be completed by faculty and staff who work on campus or remotely, and by those who are on leave awaiting test results.

Tentative Course Outline:

Contents

| | | |
|----------|--|-----------|
| 1 | Module 1: Foundations of Race and Gender | 7 |
| 1.1 | Week 1: Introductions and the Origins of the Current System | 7 |
| 1.2 | Week 2: Intellectual Approaches to Black Politics | 7 |
| 1.3 | Week 3: The Politics of Black Power | 8 |
| 1.4 | Week 4: Understanding Gender and Race | 8 |
| 1.5 | Week 5: Introducing Black Feminist Approaches | 9 |
| 2 | Module 2: Exploring Issues and Global Spotlights | 9 |
| 2.1 | Week 6: Issues in US Black Feminism: Enfranchisement and Incarceration | 9 |
| 2.2 | Week 7: Connecting to Global Feminist Politics | 10 |
| 2.3 | Week 8: Global Spotlight: Middle East | 10 |
| 2.4 | Week 9: Global Spotlight: India | 10 |
| 2.5 | Week 10: Global Spotlight: Guyana and Brazil | 11 |
| 3 | Module 3: More Approaches and Implications for Democracy | 11 |
| 3.1 | Week 11: Indigenous Approaches | 11 |
| 3.2 | Week 12: Men and Feminist Politics | 12 |
| 3.3 | Week 13: Queer Approaches | 12 |
| 3.4 | Week 14: Break NO CLASS | 13 |
| 3.5 | Week 15: Democracy and Conclusions | 13 |

Yellow indicates important information

Module 1: Foundations of Race and Gender

1.1 Week 1: Introductions and the Origins of the Current System

Tuesday, August 22nd, 2023

- Introductions
- Review Syllabus

Thursday, August 24th, 2023

- *Before class*
 - Edward B. Rugemer. 2013. “The Development of Mastery and Race in the Comprehensive Slave Codes of the Greater Caribbean during the Seventeenth Century.” *The William and Mary Quarterly* 70(3): 429–458.
 - Mitski - Your Best American Girl (Official Video)

1.2 Week 2: Intellectual Approaches to Black Politics

Tuesday, August 29th, 2023

- *Before class*
 - Du Bois, William Edward Burghardt, and Manning Marable. 2015. *Souls of Black Folk*. Routledge. “Chapter 3: Of Mr. Booker T. Washington and Others”.
 - **Optional:** *Throughline*. Marcus Garvey: Pan-Africanist.

Thursday, August 31st, 2023

- *Before class*
 - Rodney, Walter. 2019. *The Groundings With My Brothers*. Verso Books. Chapter 6. “The Groundings With My Brothers”.
 - Gil Scott-Heron - “The Revolution Will Not Be Televised” - w-Lyrics
 - **Optional:** *Throughline*. 2021. *The Real Black Panthers*.
 - **Optional:** *PBS*. *Black Liberation Theology*.

1.3 Week 3: The Politics of Black Power

Tuesday, September 5th, 2023

- *Before class*
 - Rodney, Walter. 2019. *The Groundings With My Brothers*. Verso Books. Chapter 2. “Black Power, A Basic Understanding”.
 - Whitey on the moon Gill Scott Heron

Thursday, September 7th, 2023

- *Before class*
 - Lewis, R. 2014. “Jamaican Black Power in the 1960s.” *Black power in the Caribbean*.
 - Bob Marley - War - lyrics.wmv
 - **Optional:** Quinn, K. E. 2014. *288 Black Power in the Caribbean*. ed. K. E. Quinn. Gainesville, Florida, USA: University Press of Florida. “Chapter 1: Black Power in the Caribbean Context”.

1.4 Week 4: Understanding Gender and Race

Tuesday, September 12th, 2023

- *Before class*
 - Sojourner Truth, *When Woman Gets Her Rights Man Will be Right*, 1867
 - Oyèwùmí, Oyèrónk. 1997. *The Invention of Women: Making an African Sense of Western Gender Discourses*. U of Minnesota Press. “Preface”.
 - **Optional:** Markstedt, Elias, Lena Wängnerud, Maria Solevid, and Monika Djerf-Pierre. 2021. “The subjective meaning of gender: how survey designs affect perceptions of femininity and masculinity.” *European Journal of Politics and Gender* 4(1): 51–70.

Thursday, September 14th, 2023

- *Before class*
 - Hamad, Ruby. 2020. *White tears brown scars: How white Feminism Betrays Women of Colour*. Hachette UK. “Chapter 1: When Racism and Sexism Collide.”
 - *Code Switch*. 2021. *The Once And Future 'Karen'*.

1.5 Week 5: Introducing Black Feminist Approaches

Tuesday, September 19th, 2023

- *Before class*
 - (1977) The Combahee River Collective Statement
 - Collins, Patricia Hill. 2022. Black Feminist Thought, 30th Anniversary Edition: Knowledge, Consciousness, and the Politics of Empowerment. Routledge. “Chapter 1: The Politics of Black Feminist Thought”.

Thursday, September 21st, 2023

- *Before class*
 - Angela Davis, I am A Black Revolutionary Woman, 1971
 - Collins, Patricia Hill. 2022. Black Feminist Thought, 30th Anniversary Edition: Knowledge, Consciousness, and the Politics of Empowerment. Routledge. “Chapter 2: Distinguishing Features of Black Feminist Thought”.

Module 2: Exploring Issues and Global Spotlights

2.1 Week 6: Issues in US Black Feminism: Enfranchisement and Incarceration

Tuesday, September 26th, 2023

- *Before class*
 - *Seattle Channel*. Untold Stories of Black Women in the Suffrage Movement.
 - Blk Girl Soldier - Jamila Woods
 - Solange - Don't Touch My Hair (Video) ft. Sampha
 - *Due:*
 - * **Module 1 Perusall annotations due by 11:59 P.M.**
 - * **Analysis Paper 1 Perusall annotations due by 11:59 P.M.**

Thursday, September 28th, 2023

- *Before class*
 - *Throughline*. 2019. Mass Incarceration.
 - James, Joy. 1998. The Angela Y. Davis Reader. Elsevier. “Chapter 4: Race and Criminalization: Black Americans and the Punishment Industry”.

2.2 Week 7: Connecting to Global Feminist Politics

Tuesday, October 3rd, 2023

- *Before class*
 - Beoku-Betts, Josephine, and Adomako Ampofo Akosua. 2021. “Positioning Feminist Voices in the Global South.” In *Producing Inclusive Feminist Knowledge: Positionalities and Discourses in the Global South*, *Advances in Gender Research*, eds. Akosua Adomako Ampofo and Beoku-Betts Josephine. Emerald Publishing Limited, p. 1–19.
 - Little Simz - Woman feat. Cleo Sol (Official Video)
 - **Optional:** Collins, Patricia Hill. 2022. *Black Feminist Thought*, 30th Anniversary Edition: Knowledge, Consciousness, and the Politics of Empowerment. Routledge. “Chapter 10: U.S. Black Feminism in Transnational Context”.

Thursday, October 5th, 2023

- *Before class*
 - Hamad, Ruby. 2020. *White Tears Brown Scars: How White Feminism Betrays Women of Colour*. Hachette UK. “Chapter 2: Lewd Jezebels, Exotic Orientals, Princess Pocahontas: How Colonialism Rigged the Game Against Women of Colour”.

2.3 Week 8: Global Spotlight: Middle East

Tuesday, October 10th, 2023

- *Before class*
 - Badran, Margot. 2005. “Between Secular and Islamic Feminism/s: Reflections on the Middle East and Beyond.” *Journal of Middle East Women’s Studies* 1(1): 6–28.

Thursday, October 12th, 2023

- **No class**
 - **FALL BREAK–NO CLASS**

2.4 Week 9: Global Spotlight: India

Tuesday, October 17th, 2023

- *Before class*
 - Govinda, Radhika. 2006. “The politics of the marginalised: Dalits and women’s activism in India.” *Gender & Development* 14(2): 181–190.
 - What Did Europeans Contribute to the Caste System in India - JHI Blog

Thursday, October 19th, 2023

- *Before class*
 - Paik, Shailaja. 2014. “Building Bridges: Articulating Dalit and African American Women’s Solidarity.” *Women’s Studies Quarterly* 42(3/4): 74–96.
 - **Optional**: Patil, Smita M. 2019. “Revitalising Dalit feminism: Towards reflexive, anti-caste agency of Mang and Mahar women in Maharashtra 1.” In *Dalit Feminist Theory*, Routledge India, p. 211–222.

2.5 Week 10: Global Spotlight: Guyana and Brazil

Tuesday, October 24th, 2023

- *Before class*
 - *BBC*. 2017. Old Indian-Guyanese woman talks about Indentured Servitude under British Empire
 - Alissa Trotz, D. 2004. “Between Despair and Hope: Women and Violence in Contemporary Guyana.” *Small Axe* 8(1): 1–20.

- *Due:*

Thursday, October 26th, 2023

- *Before class*
 - *Vox*. 2020. What it means to be Black in Brazil.
 - Mitchell, Gladys L. 2018. *The Politics of Blackness: Racial Identity and Political Behavior in Contemporary Brazil*. Cambridge University Press. “Introduction”.

Module 3: More Approaches and Implications for Democracy

3.1 Week 11: Indigenous Approaches

Tuesday, October 31st, 2023

- *Before class*
 - *Vox*. 2019. How the US stole thousands of Native American children.
 - Barker, Joanne. 2008. “Gender, Sovereignty, Rights: Native Women’s Activism against Social Inequality and Violence in Canada.” *American Quarterly* 60(2): 259–266.
- *Due:*
 - **Analysis Paper 2 Perusall annotations due by 11:59 P.M.**
 - **Module 2 Perusall annotations due by 11:59 P.M.**

Thursday, November 2nd, 2023

- *Before class*
 - “Brazil’s indigenous land is being invaded”. 2019. *Vox*.
 - Whyte, Kyle Powys. 2014. “Indigenous Women, Climate Change Impacts, and Collective Action.” *Hypatia* 29(3): 599–616.

3.2 Week 12: Men and Feminist Politics**Tuesday, November 7th, 2023**

- *Before class*
 - Feminism, Black Male. 2016. “Are All the Blacks Still Men?” Are All the Women Still White?: Rethinking Race, Expanding Feminisms: 29.

Thursday, November 9th, 2023

- *Before class*
 - *VICE News*. 2023. China Has Banned “Effeminate” Men — Gen China.
 - Akosua, Adomako Ampofo, and Akosua-Asamoabea Ampofo. 2021. “I Can Weep But Not Wail’: Contemporary Young African Masculinities.” In *Producing Inclusive Feminist Knowledge: Positionalities and Discourses in the Global South*, Advances in Gender Research, eds. Akosua Adomako Ampofo and Beoku-Betts Josephine. Emerald Publishing Limited, p. 185–209.

3.3 Week 13: Queer Approaches**Tuesday, November 14th, 2023**

- *Before class*
 - Alexander, Bryant Keith. 2017. “Queer/quare theory.” *The SAGE Handbook of Qualitative Research*: 275–298.

Thursday, November 16th, 2023

- *Before class*
 - Ekine, S. 2013. “Contesting narratives of queer Africa.” *Queer African Reader*.
 - *Vice World News*. India’s Trans Community Is Fighting for the Right to Work — Transnational

3.4 Week 14: Break NO CLASS

Tuesday, November 21st, 2023

- **No class**
 - **BREAK–NO CLASS**

Thursday, November 23rd, 2023

- **No class**
 - **BREAK–NO CLASS**

3.5 Week 15: Democracy and Conclusions

Tuesday, November 28th, 2023

- *Before class*
 - Jefferson, Hakeem. 2023. “Is America’s rigid racial hierarchy compatible with democracy?” *Chronicle*. <https://www.sfchronicle.com/opinion/openforum/article/multiracial-democracy-frederick-douglass-18183170.php> (Accessed July 30, 2023).
 - Lester, Quinn. 2021. “Whose democracy in which state?: Abolition democracy from Angela Davis to W. E. B. Du Bois.” *Social Science Quarterly* 102(7): 3081–3086.

Thursday, November 30th, 2023

- *In class*
 - Final class wrap-up and reflection

Remember: Module 3 Perusall annotations due **Monday, December 4th, 2023 by 11:59 P.M.**

Remember: Module 3 Analysis Paper due **Tuesday, December 5th, 2023 by 11:59 P.M.**