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MEMORANDUM

ATTENTION Senate **DATE** May 16, 2025
FROM Mary O'Brien,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: New Courses



For information:

Acting under delegated authority at its meeting of **May 6, 2025**, SGSC approved the following new course(s), effective **Fall 2026**:

Faculty of Environment

Department of Geography

- 1) New Course: GEOG 629 Racial Capitalism and Beyond



TASC 2 Building, Room 8800
8888 University Drive, Burnaby, BC.
Canada V5A 1S6
www.sfu.ca/fenv

To: Senate Graduate Studies Committee (SGSC)
From: Christina Giovas, Associate Dean Research and Graduate Studies, Faculty of Environment
Re: GEOG 629 and accelerated master's pathway for Geography's MA and MSc programs
Date: March 31, 2025

The following proposed new course GEOG 629 ~~and~~ accelerated master's pathway for Geography's ~~MA and MSc programs~~ have been approved by the Faculty of Environment and are forwarded to the Senate Graduate Studies Committee for approval. The proposed changes are intended for Spring 2026 implementation. Please include these materials on the SGSC agenda for consideration at the May 6, 2025, meeting.

- New Course: GEOG 629 – Racial Capitalism and Beyond
- ~~Calendar Entry Change for Geography (MSc and MA programs): Accelerated master's pathway~~

The details and rationale of the proposed changes are described in the accompanying package from Geography Graduate Program Chair Rosemary Collard. An overlap check has been completed for GEOG 629.

Thank you for the committee's consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Christina Giovas".

Christina Giovas
Associate Dean, Research and Graduate Studies
Faculty of Environment
P: 778 782 906 | E: fenv_adr@sfu.ca



Faculty of Environment
Department of Geography
Rosemary Collard / rcollard@sfu.ca
RCB 7124- 8888 University Drive, Burnaby, BC Canada V5A 1S6

MEMORANDUM

ATTENTION	Christina Giovas, Associate Dean, Research & Graduate Studies, FENV
DATE	6 March 2025
FROM	Rosemary Collard, Graduate Program Chair, Department of Geography
PAGES	1
RE	New course proposal: GEOG 629

Dear Christina,

Geography would like to create a new graduate course: GEOG 629 – Racial Capitalism and Beyond. This course provides graduate students with a theoretical foundation in critical racial geographies. While many of the theories and texts are largely drawn from Geography, the course is likely of interest to graduate students in other FENV units as well, particularly those working on topics related to environmental justice and political and economic drivers of environmental change. The course is designed for Master's and Doctoral students at all stages of their degrees. Responses to an informal survey suggest high interest among human geography graduate students for more human graduate courses, particularly on topics related to space, race and power.

The course proposal has been ratified by the Faculty in the Department of Geography.

Please don't hesitate to contact me if you require further information.

Thank you,

A handwritten signature in black ink, appearing to read "Rosemary Collard", with a stylized flourish at the end.

Rosemary Collard,
Graduate Program Chair and Associate Professor
Department of Geography

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) GEOG	Number (eg. 810) 629	Units (eg. 4) 4
Course title (max. 100 characters) Racial Capitalism and Beyond		
Short title Racial Capitalism and Beyond		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Explores theoretical foundations in critical racial geographies. Examines the modern history and reach of Black, subaltern, and decolonial thought in global context, with particular attention to relations of capital, race, nation-state, social reproduction, and the unfolding of contending geographies beyond dominant world order.		
The Geography Department has an opportunity to build on its strengths in Human Geography and develop curriculum that keeps pace with contemporary social justice crises and global movements for change. Part of this opportunity is the capacity now to scaffold a full program of study that centers and develops scholarly perspectives historically marginalized from the discipline. The addition of this class will thus accomplish at least two things: 1) On its own, this class offers a sustained and systematic approach to the contemporary study of race, space, capital, and power, distinctive or one-of-a-kind in the department in its intensive methodological focus in Black geographies and comparative racialization; and 2) As part of the broader curriculum in Human Geography, it compliments and ties together existing course offerings in political-economic geography, queer and feminist geographies, and decolonial geographies. GEOG 629 would serve as the graduate-level counterpart to GEOG 429.		
Term of initial offering (eg. Fall 2019) fall 2026	Course delivery (eg. 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks	
Frequency of offerings/year once every other year	Estimated enrollment per offering 10-20	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input checked="" type="checkbox"/> SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).] Students who have taken (place relevant course(s) in the blank below (ex: STAT 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Place relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) may not take this course for further credit.
GEOG 429		

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☒ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

Prerequisite and/or Corequisite	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergraduate course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above. GEOG 629 is graduate level counterpart to the undergraduate course, GEOG 429. GEOG 629 includes additional weekly readings to supplement the core texts required for 429, as well as different course		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Sharon Luk May Farrales
Additional faculty members, space, and/or specialized equipment required in order to offer this course


CONTACT PERSON

Academic Unit / Program Geography	Name (typically, Graduate Program Chair) Rosemary Collard	Email rcollard@sfu.ca
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ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

Graduate Program Committee Rosemary Collard	Signature 	Date 5 March 2025
Department Chair Nicholas Blomley	Signature Nicholas Kjolsen Blomley	Date

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Christina Giovas	Signature Christina Giovas	Date
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Digitally signed by
Christina Giovas
Date: 2025.03.31
21:03:14 -07'00'

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature 	Date May 16, 2025
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ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Professor Sharon Luk
skluk@sfu.ca; RCB 7139

Office Hours: xxx



GEOG 629
Racial Capitalism and Beyond
[course info here]

Goals This course is an introduction to theoretical foundations in Ethnic Studies, anchored by Cedric Robinson's rendering of the Black radical tradition under the title *Black Marxism*. We will examine the modern history and reach of Black radical thought in global context, with particular attention to relations of capital, race, nation-state, and social reproduction. Course work will guide you to understand and apply methods of historical materialist analysis and to participate in the ongoing criticism and evolution of such approaches. In this pursuit, you will become more familiar with critical vocabularies for thinking about modernity and consider how race, class, gender, and sexuality function as determinate forces. As intellectuals, you will also practice grounding yourselves as the center of your own projects and, from this standpoint, responsibly and deliberately position yourselves in the larger ideological terrain in which your work unfolds.

Texts Cedric Robinson, *Black Marxism: The Making of the Black Radical Tradition* (at preferred vendor, UO e-book, or accessible at <http://libcom.org/files/Black%20Marxism-Cedric%20Robinson.pdf>)

Raymond Williams, *Marxism and Literature* (at preferred vendor or accessible at <https://mykelandrada.files.wordpress.com/2011/06/raymond-williams-marxism-and-literature.pdf>)

Terrion Williamson, *Scandalize My Name: Black Feminist Practice and the Making of Black Social Life* (at preferred vendor or UO e-book)

Katherine McKittrick, *Dear Science* (at preferred vendor or SFU e-book)

Additional weekly texts on Canvas course website

Schedule (Readings should be done by the date listed)

<u>Week 1</u> <i>Introduction: Modernity, Racial Capitalism, Nation-State</i>	Robinson, Cedric J. 2000. <i>Black Marxism: The Making of the Black Radical Tradition</i> . Chapel Hill, NC: The University of North Carolina Press. (Preface and Intro) Prashad, Vijay. 2002. <i>Everybody Was Kung Fu Fighting: Afro-Asian Connections and the Myth of Cultural Purity</i> . Boston: Beacon Press. (pp. 1-19) Mann, Michael. 1984. "The Autonomous Power of the State: Its Origins, Mechanisms and Results." <i>European Journal of Sociology / Archives Européennes de Sociologie</i> 25 (02): 185–213. Benjamin, Walter. 1968 [1940]. "Theses on the Philosophy of History" (H. Zohn, trans.). In <i>Illuminations</i> , edited by Hannah Arendt, 253-264. NY: Schocken.
<u>Week 2</u> <i>The Emergence and Limitations of European Radicalism</i>	Robinson, <i>Black Marxism</i> , Part I (Ch 1-3) Fields, Barbara Jean. 1990. "Slavery, Race and Ideology in the United States of America." <i>New Left Review</i> 181 (June): 95–118.

	<p>Speed, Shannon. 2017. "Structures of Settler Capitalism in Abya Yala." <i>American Quarterly</i> 69(4): 783-90.</p> <p>Williams, Raymond. 1978. <i>Marxism and Literature</i>. Oxford: Oxford University Press: "Ideology," "Base-Superstructure," and "Productive Forces"</p>
<p>Week 3</p> <p><i>Historical and Dialectical Materialism, Revisited</i></p>	<p>Robinson, <i>Black Marxism</i>, Ch 10</p> <p>Hall, Stuart. 1991. "Old and New Identities, Old and New Ethnicities." In <i>Culture, Globalization and the World System</i>, edited by Anthony D. King, 41-68. Minneapolis: University of Minnesota Press.</p> <p><i>My Beautiful Laundrette</i>. 1985. Directed by Stephen Frears. United States: Orion Classics. DVD. (on Course Reserves)</p>
<p>Week 4</p> <p><i>Africa's Transmutation and the Atlantic Slave Trade</i></p>	<p>Robinson, <i>Black Marxism</i>, Ch 4-5</p> <p>Ross, Luana. 1998. Ch 1, "Worlds Collide" from <i>Inventing the Savage: The Social Construction of Native American Criminality</i>. Austin: University of Texas Press.</p> <p>Byrd, Jodi. 2011. "'Been To The Nation, Lord, But I Couldn't Stay There': American Indian Sovereignty, Cherokee Freedmen and the Incommensurability of the Internal." <i>Interventions</i> 13 (1): 31-52.</p> <p>Kelley, Robin D.G. 2017. "The Rest of Us: Rethinking Settler and Native." <i>American Quarterly</i> 69(2), June 2017, pp. 267-76.</p>
<p>Week 5-6</p> <p><i>Historical Archaeology</i></p>	<p>Robinson, <i>Black Marxism</i>, Ch 6</p> <p>Williams, <i>Marxism and Literature</i>, "Reflection to mediation" and "Determination"</p> <p>Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." <i>Politics & Society</i> 27 (1): 105-38.</p> <p>Lye, Colleen. 2008. "The Afro-Asian Analogy." <i>PMLA</i> 123 (5): 1732-36.</p> <p>Lowe, Lisa. 2015. Ch 1, "The Intimacies of Four Continents" from <i>The Intimacies of Four Continents</i>. Durham, NC: Duke University Press.</p> <p>Forum: "Settler Colonial Studies, Asian Diasporic Questions." 2019. <i>Verge</i> 5(1): 2-18 (Focus on Introduction; Iyko Day, "Settler Colonial Critique, Transnational Lens"; and Juliana Hu Puggies, "Settler Orientalism").</p>
<p>Week 7</p> <p><i>The Nature of the Black Radical Tradition</i></p>	<p>Robinson, <i>Black Marxism</i>, Ch 7</p> <p>Moten, Fred. 2008. "Black Op." <i>PMLA</i> 123 (5): 1743-47.</p> <p>Moten, Fred. 1994. "Music against the Law of Reading the Future and 'Rodney King.'" <i>The Journal of the Midwest Modern Language Association</i> 27 (1): 51-64.</p> <p>Gilmore, Ruth Wilson. 2002. "Fatal Couplings of Power and Difference: Notes on Racism and Geography." <i>The Professional Geographer</i> 54 (1): 15-24.</p> <p>Hosbey, Justin and Roane, J.T. 2021. "A Totally Different Form of Living: On the Legacies of Displacement and Marronage as Black Ecologies." <i>Southern Cultures</i> 27(1): 68-73.</p>
<p>Week 8</p> <p><i>Black Life</i></p> <p>Podcast:</p>	<p>Williamson, Terrion. 2016. <i>Scandalize My Name: Black Feminist Practice and the Making of Black Social Life</i>. New York: Fordham University Press.</p> <p>"Millennials Are Killing Capitalism" Ep 63 with Fred Moten and Stefano</p>
<p>Week 9</p>	<p>Robinson, <i>Black Marxism</i>, Ch 8-9, 11</p>

<i>Black Radicalism and Marxist Theory</i> <i>Film:</i>	Chandler, Nahum. 2014. "On Paragraph Four of 'The Conservation of Races.'" <i>CR: The New Centennial Review</i> 14(3): 255-288. Wright, Richard. 1937. "Blueprint for Negro Writing." <i>New Challenge: A Literary Quarterly</i> 2(1): 53-65. Martínez, Ernesto Javier. 2010. "On Butler on Morrison on Language." <i>Signs</i> 35(4): 821-842. Barnett, Charles (dir). 1977. <i>Killer of Sheep</i>
Week 10 <i>Dear Science</i>	Robinson, <i>Black Marxism</i> , Ch 12 Williams, <i>Marxism and Literature</i> , "Dominant, Residual, Emergent" and "Structure of Feeling" McKittrick, Katherine. 2021. <i>Dear Science and Other Stories</i> . Durham: Duke UP (1-70).
Week 11 <i>Dear Science</i>	McKittrick, <i>Dear Science</i> (71-150). Spillers, Hortense. 1994. "The Crisis of the Negro Intellectual: A Post-Date." <i>boundary 2</i> 21(3): 65-116. <i>Additional readings TBD [as discussed with and decided by Grads]</i>
Week 12 <i>Black Geographies</i>	McKittrick, <i>Dear Science</i> (151-187). Woods, Clyde. 2007. "'Sittin' on Top of the World': The Challenges of Blues and Hip Hop Geography" from <i>Black Geographies and the Politics of Place</i> (Eds. McKittrick and Woods). Toronto: Between the Lines.
Week 13 <i>Abolitionist Intimacies</i>	Jones, El. 2022. Introduction to <i>Abolitionist Intimacies</i> . Halifax: Fernwood Pub. Project Show-and-Tell Party (in-class) Papers due xxx, 10:30am (Canvas)

Activities

• Attendance and Participation (10%)

Your progress requires consistency and commitment, so please attend all meetings and mind all deadlines. Laptops are allowed in class for reading and notes; turn off all whistles, chimes, and cell phones. If you request learning accommodations, please make arrangements with me as soon as possible and/or request that the Accessible Education Center send a letter explaining what you need. If quarantine, bad weather, or an emergency requires cancelling a meeting, I will notify you by email and/or a note on the door.

Please notify me as soon as you can if you must quarantine; you will be excused from class and should borrow notes from a classmate to learn what you missed. If I must quarantine but am healthy enough to teach, we will hold class over zoom until it is safe to resume in-person.

• Seminar Discussion (10%)

Students will take turns facilitating the first part of every seminar discussion (~60-75 mins). We will organize the schedule during Week 1. See page 5 for suggestions on how to prepare.

• Three Writing Assignments (10% each = 30%) (3-4 pages standard formatting / 750-1000 words)

To help you build towards your final keywords paper, three assignments will help facilitate the writing process and provide starting points from which you can revise, synthesize, and develop towards your final analysis. The **First Writing Assignment**, due **xxx (week 3)**, is a preliminary precis of your keyword and plan of action—specifically, please address: What is your “keyword” selection? How does it fit into your broader research interests, or why is it important to you; what is your compelling interest in it? What is your initial plan or strategy for your essay, in reference to the options presented on page 6 of the syllabus (including any creative combination of those suggested approaches)?

The **Second Writing Assignment** is an annotated bibliography, due **xxx (week 6)**, which requires you to 1) provide a revised abstract of your paper topic; 2) properly cite 5-6 scholarly sources of research for your paper (in MLA, APA, or Chicago style); and 3) synthesize each text’s relevance for your topic: what are their main claims or interventions, and how might this be helpful or relevant in the analysis of your chosen topic or cultural text? The **Third Writing Assignment**, due in class **xxx (week 10)**, is a rough draft. Your draft must include five pages taken from any part of what will become your final paper.

- **“Keyword” Essay (25%)**

Due xxx 11:59pm on Canvas (10-12 pages, ~ 2500-3000 words including footnotes)

Everyone is responsible to write a “keywords” essay on a word, concept, or paradigm central to your research and/or scholarly interest. See page 6 for guidelines. More advanced students may substitute this assignment for a proposed project related to exams or dissertation preparations.

- **Writer’s Studio Experiment (25%)**
Due Week 10 (in-class)

Your “writer’s studio experiment” requires a minimum of *three* original creative pieces and a 750-1000 word (3-4 page) Artist’s Statement. For each of your pieces, start from a written text that has inspired you intellectually or creatively as you have moved along your path as a thinker—in other words, work whose style, rhetoric, voice, aesthetic, or other special feature has resonated with you and informed your own process of self-discovery as a scholar. Appropriate or creatively reinterpret the facet(s) of their writing that compelled your selection. In your Artist’s Statement, please contextualize each piece by identifying the text that inspired your work and what you admire most about it, followed by a brief explanation for each of your pieces that speaks to your choices, intentions, and process. What was your method of translating someone else’s work into your own? What was fun, frustrating, fulfilling, and/or challenging about the practice of moving from critical reading to creative writing for that particular piece? Conclude your Artist’s Statement by articulating what you have observed about your “own rules, however unspoken” that guide your creative process and/or delimit your creative dilemma (Baldwin, 1964).

Grading Scale See <https://www.sfu.ca/students/calendar/2023/fall/fees-and-regulations/grad-regulation.html#1.5::~text=Back%20to%20Top-.1.5%20Graduate%20Grading%20Systems%20and%20Policies,-The%20cumulative%20grade>

Facilitating Class Discussion in GEOG 629

These points are intended as helpful suggestions to prepare you to lead discussion among your graduate peers. Do not hesitate to use your own ideas or to contact me before your turn if you have any questions or concerns.

In Preparation

1. Read the week's readings as early as possible in order to have plenty of time to contact the professor and/or your peers with questions and ideas.
2. Be sure to take notes during your readings of the main points of each of the assigned texts.
3. Form questions during your reading of points that you think are unclear and of crucial issues that you want to be sure and discuss.

Framing a Discussion

1. Know where you want to start, but also where you want to end up. Be willing to be flexible in your guidance, but be sure to cover those points you think are crucial.
2. Decide whether **you** want to give a brief overview of the main points of the readings, or whether you want the class as a whole to do this through your guided prompts. In your overview, please do not summarize each of the texts. Instead, consider:
 - What are the overarching themes that connect the readings together? What questions are they all concerned with?
 - What are the major arguments/perspectives about these questions?
 - Are there significant points of divergence, and if so, what are they?
3. Have a ready list of **questions** for your peers to answer, in an order that makes sense intellectually. If you have a set of points or issues (as opposed to questions), you may end up talking more than your peers.
4. Remember that if everyone is talking (a good sign, although silences are normal too), ninety minutes will go by quickly. Be sure you allow enough time to cover major points. Don't leave everything important for the end!

Suggestions for Questions

1. Let students begin by giving their general impression of the readings. This can often serve to launch discussions into unexpected but productive areas.
2. What evidence and/or rhetorical turns do the authors mobilize to make their points? Are they convincing?
3. Move in the general direction of questions that reach across a whole text, jumping off from specific questions about particular points in one chapter/section.
4. Have questions that refer back to a previous week's readings and/or points raised in discussion.
5. Identify key concepts, debates, theories, and/or general questions from the readings that need clarification and further consideration. Succinctly articulate the complications you see that need to be worked out and present them to us as problems for thought.

In the Classroom

1. Feel free to follow up a comment with a relevant question to that specific speaker. On the other hand, be careful not to stop an exciting discussion by asking a diverting question.
2. Give each separate reading its due time, but gauge your peers' interest and disinterest in certain sections and shift accordingly.
3. Feel free to incorporate past readings at appropriate times in the discussion if this makes sense to you. I will adjust my half of the discussion to accommodate what you have already covered.
4. Feel free to hand the discussion over to me at any time. I will undoubtedly have other issues that I will want to raise and will do so in the second half of each session.

Keywords Essay

Objective

To begin delineating the boundaries of the problem you hope to study and the terrain upon which you will eventually stake claims; towards these ends, to identify a concept crucial to your research goals and explore how you will define, situate, and use that term in a deliberate and rigorous way.

Please bear in mind that the goal of your “keyword” essay is not *generic*—in other words, not an exercise in replicating formal conventions of synthesis or normative ways of consolidating ideas (even as, of course, pre-existing examples provide needed models for how to work something through, both practically and theoretically). Instead, this assignment revolves around cultivating critical thinking, research, and writing skills and an orientation to longer-term processes essential for meaningful work. In other words, we are training your sense of *process* and *practice*.

Guidelines

Please identify and choose one key term or concept that is central to the questions that bring you to graduate study. Examples include but are not limited to, off the top of my head: capitalism, imperialism, settler colonialism, food, racism, ethnicity, ecofeminism, transgender, genocide, Blackness, Latinx, environmental humanities, post-Marxism, and the list goes on and on. Depending on your choice, there are several models that might work for your paper:

1. In the originary spirit of the genre, you may choose to construct an intellectual history or genealogy of the term: tracing its origins, evolution, and utility in scholarly discourse. *Examples:* Raymond Williams *Keywords*; the plethora of anthologies put out by presses such as NYU and Wiley-Blackwell, e.g. you can search <http://keywords.nyupress.org/>
2. If the word, concept, or paradigm has already been worked over many times over (such as, for instance, “ideology,”) then you may choose to focus your essay on the most *recent* debates and discourses that are currently redefining the term’s relevance and horizons. This model might closely resemble a book review essay: centralizing 3-4 recent texts that significantly focus on your keyword and discussing the way these works conceptualize or deploy it, in relation to each other and to pre-existing influential work that has shaped the discourse. *Examples:* the journal *American Quarterly* regularly features this kind of book review essay; you may read through other journals pertinent to your own fields as well and mine for examples.
3. If you are fairly far along already in your consideration of this word, concept, or paradigm, then you can choose to write a more argumentative paper in which you not only synthesize pre-existing work on your keyword but elaborate your own claims—i.e. What is your particular approach to defining this term; how does it build on and/or distinguish itself from pre-existing limits; what compels your revision of the discourses; what does it contribute to our understanding of the problems it attempts to clarify; and what is at stake in conceptualizing this term your way versus another? *Examples:* Raymond Williams, *Marxism and Literature*; Stephanie Neholani Teves, et. al. *Native Studies Keywords*

Increments

1. Precis (due Week 3, Oct 13): What is your “keyword” selection? How does it fit into your broader research interests, or why is it important to you; what is your compelling interest in it? What is your initial plan or strategy for your essay, in reference to the options above or some creative combination of those approaches?
2. Working bibliography (due Week 6, Nov 3): Annotated bibliography of 5-6 sources.
3. Five working pages (due Week 8, Nov 17): drafted or taken anywhere from the paper.
4. Final paper (due Week 10, Dec 3)

Professor Sharon Luk
skluk@sfu.ca; RCB 7139

Office Hours: Tu 2:20-3:20pm
(in-person in front of
Teck Gallery, HCC 1305);
by appt (zoom or RCB 7139)

Email to schedule appointments



GEOG 429: Racial Capitalism and Beyond

Fall 2023 (D100-7467)
M 10:30-12:20; 12:30-2:20
WMC 3515

Remote office hours link:
<https://sfu.zoom.us/j/68428124229?pwd=TWdUZExtNDZ2bStrbi9DRmFjMTdOQT09>

Goals This course is an introduction to theoretical foundations in critical racial geographies, anchored by Cedric Robinson's rendering of the Black radical tradition under the title *Black Marxism*. We will examine the modern history and reach of Black radical thought in global context, with particular attention to relations of capital, race, nation-state, social reproduction, and the unfolding of contending geographies beyond dominant world order. Course work will guide you to understand and apply methods of historical materialist analysis and to participate in the ongoing criticism and evolution of such approaches. In this pursuit, you will become more familiar with critical vocabularies for thinking about modernity and consider how race, class, gender, and sexuality function as determinate forces. As intellectuals, you will also practice grounding yourselves in your own research and, from this standpoint, responsibly and deliberately position yourselves in the larger ideological terrain in which your work unfolds.

Texts Cedric Robinson, *Black Marxism: The Making of the Black Radical Tradition* (at preferred vendor, SFU e-book, or accessible at <http://libcom.org/files/Black%20Marxism-Cedric%20J.%20Robinson.pdf>)

Terrion Williamson, *Scandalize My Name: Black Feminist Practice and the Making of Black Social Life* (at preferred vendor or SFU e-book)

Katherine McKittrick, *Dear Science* (at preferred vendor or SFU e-book)

Additional weekly texts on Canvas course website

Program-Level Goals Addressed in This Course

BA Human Geography

- Goal 1b. Identify, describe and explain the strengths and weaknesses of the principal approaches used by human geographers to analyze social and spatial dynamics
- Goal 1c. Think critically about the ways that knowledge is produced through historical and contemporary debates in the discipline of geography
- Goal 2. An ability to conceptualize and analyze relationships between society and space
- Goal 3c. Understand the relations between human geography and other social sciences and humanities disciplines and multi-disciplinary fields
- Goal 4. An understanding of the process, practice and evaluation of knowledge creation in human geography research
- Goal 5. Effective reading, writing, oral, and visual communication skills
- Goal 6a. Use analytic reasoning, problem-solving skills and critical and creative thinking to analyze social and geographic change, to engage in discussions and decision-making processes, and to envision and evaluate alternative futures.

BEnv GES

- Goal 1b. Identify, describe and explain the strengths and weaknesses of the principal theoretical perspectives used by geographers to analyze global environmental systems.
- Goal 1c. Think critically about the ways that knowledge is produced through historical and contemporary debates in the discipline of geography
- Goal 3b. Define, explain and think critically about how biophysical systems and socioeconomic systems shape and are shaped by environmental change
- Goal 5. Effective reading, writing, oral, and visual communication skills
- Goal 6a. Use knowledge of global environmental systems to inform evidence-based thinking about environmental change, to contribute to solving problems and to envision better futures.

Schedule (Readings should be done by the date listed)

<u>Module 1</u> (Sept 11)	<u>Introduction: Modernity, Racial Capitalism, Nation-State</u> Robinson, Cedric J. 2020 (3 rd ed). Forward, Preface and Intro, <i>Black Marxism: The Making of the Black Radical Tradition</i> . Chapel Hill, NC: The UNC Press. Fields, Barbara Jean. 1990. "Slavery, Race and Ideology in the United States of America." <i>New Left Review</i> 181 (June): 95–118.
<u>Module 2</u> (Sept 18)	<u>The Emergence and Limitations of European Radicalism</u> Robinson. <i>Black Marxism</i> , Part I (Ch 1-3). Statement of Intent due Mon, 9/18, 11:59pm (Canvas)
<u>Module 3</u> (Sept 25) <i>Film:</i>	<u>Historical and Dialectical Materialism, Revisited</u> Hall, Stuart. 1986. "Gramsci's Relevance for the Study of Race and Ethnicity." <i>Journal of Communication Inquiry</i> 10(5): 5-27. Frears, Stephen (dir). 1985. <i>My Beautiful Laundrette</i> .
<u>Module 4</u> (Oct 2) No class	<u>Africa's Transmutation and the Atlantic Slave Trade</u> Robinson, <i>Black Marxism</i> , Ch 4-5. Speed, Shannon. 2017. "Structures of Settler Capitalism in Abya Yala." <i>American Quarterly</i> 69(4): 783-90. Kelley, Robin D.G. 2017. "The Rest of Us: Rethinking Settler and Native." <i>American Quarterly</i> 69(2), June 2017, pp. 267-76.
<u>Module 5</u> (Tu, Oct 10)	<u>Historical Archaeology</u> Robinson, <i>Black Marxism</i> , Ch 6.
<u>Module 6</u> (Oct 16)	<u>Intimacies of Four Continents</u> Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." <i>Politics & Society</i> 27 (1): 105–38. Lye, Colleen. 2008. "The Afro-Asian Analogy." <i>PMLA</i> 123 (5): 1732–36. Lowe, Lisa. 2015. Ch 1, "The Intimacies of Four Continents" from <i>The Intimacies of Four Continents</i> . Durham, NC: Duke University Press.

<u>Module 7</u> (Oct 23)	<u>Nature of the Black Radical Tradition</u> Robinson, <i>Black Marxism</i> , Ch 7. Hosbey, Justin and Roane, J.T. 2021. "A Totally Different Form of Living: On the Legacies of Displacement and Marronage as Black Ecologies." <i>Southern Cultures</i> 27(1): 68-73. Williamson, Terrion. 2016. "Introduction" to <i>Scandalize My Name: Black Feminist Practice and the Making of Black Social Life</i> . New York: Fordham UP (1-22).
<u>Module 8</u> (Oct 30) <i>Podcast:</i>	<u>Black Life</u> Williamson, <i>Scandalize My Name</i> , Ch 1-3 (23-86). "Millennials Are Killing Capitalism" Ep 63 with Fred Moten and Stefano Harney
<u>Module 9</u> (Nov 6) <i>Film:</i>	<u>Black Life (Continued)</u> Williamson, <i>Scandalize My Name</i> , Ch 4-Afterward (87-139). Barnett, Charles (dir). 1977. <i>Killer of Sheep</i> .
<u>Module 10</u> (Nov 13)	<u>Dear Science</u> McKittrick, Katherine. 2021. <i>Dear Science and Other Stories</i> . Durham: Duke UP (1-70). No class
<u>Module 11</u> (Nov 20)	<u>Dear Science (Continued)</u> McKittrick, <i>Dear Science</i> (71-150).
<u>Module 12</u> (Nov 27)	<u>Black Geographies</u> McKittrick, <i>Dear Science</i> (151-187).
<u>Module 13</u> (Dec 4)	<u>Abolitionist Intimacies</u> Jones, El. 2022. Introduction to <i>Abolitionist Intimacies</i> . Halifax: Fernwood Pub. Project Show-and-Tell Party (in-class) Papers due Mon, 12/4, 10:30am (Canvas)

Activities

• Attendance and Participation (25%)

As an upper-division reading seminar, this class runs on our constant commitment to collective study. To get the most out of our time together, please do everything you can to attend each meeting and engage in course readings, writing assignments, discussions, and independent study.

Students are allowed four absences total from lecture or discussion, no questions asked. If you have an unexpected emergency, please email me as soon as possible so that we can work out a plan to help you move through the course successfully. Each subsequent unexcused absence will lower this portion of your grade by half a point (e.g. B+ to B). I will take attendance at the start of each lecture and discussion. Your presence means arriving *on time*, staying for the entire class period, and turning off all cell phones and electronic devices during class unless you are using them to take notes or have requested accommodations through CAL (see below).

Given the ongoing risks associated with the spread of covid and other viruses, especially as the season cools, ***I will certainly notice and consider it meaningful participation if you can wear a KN95, KN 99, N95, or N99 mask (correctly and for the whole duration of lecture/discussion).***

Assessment: I will track attendance for excessive absences that have not been excused or discussed between us. All contributions to discussion and engagement in activities count towards participation; these activities are intended to facilitate your reflection and understanding of course themes and will be evaluated in terms of *quality* over quantity: that is, your good faith effort to build intellectual community through shared inquiry. This requires a commitment to be yourself, practice new skills, take risks, and allow others to take risks. Students who cannot respect this process will be asked to leave the room.

- **Seminar Discussion (25%)**

Students will take turns facilitating the first part of every main class (~60-75 mins). We will organize the schedule during M-1. See page 6 for suggestions on how to prepare.

Assessment: See Grading Rubric; evaluation is based mostly upon full completion of the task and with attention to preparation, textual engagement, critical questions, and original thought.

- **Weekly Writing Assignments (25%)**

Due every Mon, 10:30am on Canvas (1-2pp standard formatting / 250-500 words)

From Modules 1-12, students will generate one finely-honed question about the course reading to ask Chatbox GPT. In a separate document (to be posted weekly on Canvas), please post your question and cut-and-paste AI's response to your question. Spend some time considering the computer-generated answer and follow it up with your response to the AI content: What arguments or insights did AI generate that you agree with (or, at least, you are interested in)? Elaborate on the point(s) with more specific references to the text. And/or, what arguments or insights did AI generate that you do *not* think are correct or precise readings—or, at least, are not wholly consistent with your interpretation of the text)? Elaborate your side of the debate.

Note: In your document, please include subheads like “Chat Transcript” and “Response” to flag the different sections. If AI did not or could not generate a substantive response at the first pass, keep asking follow-up questions until it yields something meaty enough to engage. Cut-and-paste the entire exchange into your document. Alternatively, if AI is acting nonsensical or producing dead ends, then reflect on what motivated your original question and corollary confusions, ideas, textual references and their possible interpretations associated with your initial inquiry.

Assessment: See Grading Rubric; evaluation is based mostly upon full completion of the task and with attention to preparation, textual engagement, critical analysis, and original thought.

- **Term Project: “Life in Rehearsal” (25%)**

Due Mon, 12/4, 10:30am on Canvas + 10 minute in-class presentation

The goal for this project is to establish and nurture the conditions for what Moten and Harney (M-8) call “Black study and fugitive planning,” also drawing on Ruth Wilson Gilmore’s critical intervention that “*abolition is life in rehearsal*.” Details and requirements for your project are posted on Canvas.

Assessment: See Grading Rubric; evaluation is based mostly upon full completion of the task and with attention to intentionality, commitment, intellectual engagement, and critical reflection.

There is an “Analytical Texts-Reading Guide” posted under the “Course Information” Module that may help for approaching all reading and writing assignments. Please do not submit assignments by email unless we have made a specific agreement. Requests for extensions on any Writing Assignment may be made by email and are at my discretion (ordinarily honored as long as the request is not last-minute). Otherwise, there is no “grace period” beyond the posted deadline, and late papers will be marked as tardy. I will deduct half a grade point for each day tardy (e.g. B+ to B); after one week, I may not accept the assignment. Students who do not submit a final project will fail the course.

Grading Scale	96-100 A+	77-79.99 B+	67-69.99 C+	50-59.99 D
	85-95.99 A	73-76.99 B	63-66.99 C	Below 50 F
	80-84.99 A-	70-72.99 B-	60-62.99 C-	

Facilitating Class Discussion in GEOG 429

These points are intended as helpful suggestions to prepare you to lead discussion among your class peers. Do not hesitate to use your own ideas or to contact me before your turn if you have any questions or concerns.

In Preparation

1. Read the week's readings as early as possible in order to have plenty of time to contact the professor and/or your peers with questions and ideas.
2. Be sure to take notes during your readings of the main points of each of the assigned texts.
3. Form questions during your reading of points that you think are unclear and of crucial issues that you want to be sure and discuss.

Framing a Discussion

1. Know where you want to start, but also where you want to end up. Be willing to be flexible in your guidance, but be sure to cover those points you think are crucial.
2. Decide whether **you** want to give a brief overview of the main points of the readings, or whether you want the class as a whole to do this through your guided prompts. In your overview, please do not summarize each of the texts. Instead, consider:
 - What are the overarching themes that connect the readings together? What questions are they all concerned with?
 - What are the major arguments/perspectives about these questions?
 - Are there significant points of divergence, and if so, what are they?
3. Have a ready list of **questions** for your peers to answer, in an order that makes sense intellectually. If you have a set of points or issues (as opposed to questions), you may end up talking more than your peers.
4. Remember that if everyone is talking (a good sign, although silences are normal too), ninety minutes will go by quickly. Be sure you allow enough time to cover major points. Don't leave everything important for the end!

Suggestions for Questions

1. Let students begin by giving their general impression of the readings. This can often serve to launch discussions into unexpected but productive areas.
2. What evidence and/or rhetorical turns do the authors mobilize to make their points? Are they convincing?
3. Move in the general direction of questions that reach across a whole text, jumping off from specific questions about particular points in one chapter/section.
4. Have questions that refer back to a previous week's readings and/or points raised in discussion.
5. Identify key concepts, debates, theories, and/or general questions from the readings that need clarification and further consideration. Succinctly articulate the complications you see that need to be worked out and present them to us as problems for thought.

In the Classroom

1. Feel free to follow up a comment with a relevant question to that specific speaker. On the other hand, be careful not to stop an exciting discussion by asking a diverting question.
2. Give each separate reading its due time, but gauge your peers' interest and disinterest in certain sections and shift accordingly.
3. Feel free to incorporate past readings at appropriate times in the discussion if this makes sense to you. I will adjust my half of the discussion to accommodate what you have already covered.
4. Feel free to hand the discussion over to me at any time. I will undoubtedly have other issues that I will want to raise and will do so in the second half of each session.