



## COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title                                  | Code |
|-------------------------------------------------------------|------|
| <b>Race and Racism: Global Theories and Local Realities</b> |      |

| Annotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The course introduces theoretical, historical and contemporary debates around race, racialization and racism, both locally and globally. The course emphasises the lived realities of race and how these have been shaped by cultural, historical and economic power relations. At the same time, it explores how the category of race has been the object of scientific discourses and technologies of control. By looking at whiteness as a system of power that undergirds gendered ideologies and privileges, the course critically analyses knowledge practices and the representation of race in science and media.</p> <p>We will start by exploring the historical events and contemporary afterlives that have created a world structured by racism and colonialism. From the Enlightenment to nationalism, from science to secularism, we will look at how this world came to be and why these often-hidden histories matter. We will then look at the everyday experiences of race and racialization. From the food we eat to the way we travel, we will see that race and empire are never far from the scene. We look at the politics around tourism, climate change, technology, intimacy, advertising and entertainment to unpack the very minute and not-so-minute ways race and racism seep into and structure our daily lives. We end the course by thinking about post-race as a means of imagining a future free of racism.</p> |

| Lecturer(s)                             | Department(s) where the course unit (module) is delivered |
|-----------------------------------------|-----------------------------------------------------------|
| <b>Coordinator: Dr. Karina Simonson</b> | Institute of Asian and Transcultural Studies              |

| Study cycle | Type of the course unit (module) |
|-------------|----------------------------------|
| First       | General university studies       |

| Mode of delivery | Semester or period when the course unit (module) is delivered | Language(s) of instruction |
|------------------|---------------------------------------------------------------|----------------------------|
| Online           | Spring semester                                               | English                    |

| Requisites                                                                              |                                                  |
|-----------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Co-requisites (if relevant):</b><br>English language proficiency (level B2 required) | <b>Additional requirements (if any):</b><br>None |

| Number of ECTS credits allocated | Student's workload (total) | Contact hours | Individual work |
|----------------------------------|----------------------------|---------------|-----------------|
| 5                                | 133                        | 48            | 85              |

| Purpose of the course unit (module)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------|
| <p>The aim of this course is to introduce students to the theoretical, historical and contemporary debates around race, racialization and racism and:</p> <ul style="list-style-type: none"> <li>- To develop a structural, historical and comparative understanding of and approach toward race, racism, ethnicity and racial relations, focusing on Eastern Europe.</li> <li>- To develop a theoretical vocabulary for analysing and discussing how racial categories have been crystallised, blurred, projected, contested and undone within social structures of dominance—with attention to slavery, settler colonialism, incarceration, capitalism and war.</li> <li>- To understand how race as a modality of power has shaped knowledge production.</li> <li>- Work in teams, analysing a given social or cultural issue related to the course topics, and communicate the results of teamwork effectively.</li> </ul> |                                                                 |                                                                        |
| Learning outcomes of the course unit (module)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teaching and learning methods                                   | Assessment methods                                                     |
| <p>Students should be able to answer the following questions by the end of the semester:</p> <p>How do my social identities shape my perceptions of and experiences with racism? How is race a social construct? How is white privilege enacted on individual and institutional levels? How has historical racism contributed to contemporary racial disparities? Is “not seeing color” a good thing? Can’t people just work harder to achieve success? Why do some people perceive contentious situations as racially motivated whereas others do not? How do we learn about our race and racism? What are the benefits and challenges of diversity? What benefits arise from talking about race and racism? What can we do within our own spheres of influence to disrupt racism?</p>                                                                                                                                        |                                                                 |                                                                        |
| Students will be able to derive, explain and critically evaluate debates on race, ethnicity, colonialism, decoloniality, racism, conflict and population movement at Lithuanian, European and global contexts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Lectures, reading texts, seminar presentations and discussions. | Group presentations of creative project, participation in discussions. |
| Students will be aware of relations between racialised power structures and other structures of power such as class, gender and nation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                 |                                                                        |
| Students will learn to think critically across disciplines and investigate what equity and inclusivity mean in today's global society.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teamwork, seminar presentations, discussions.                   | Group presentations of creative project, participation in discussions. |

|                                                                                                                                                                 |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Students will develop cultural competency in working with politically and ethically sensitive topics.                                                           |  |  |
| Students will be able to present their opinions in an argumentative manner to colleagues and broader audiences when dealing with conceptually complex material. |  |  |

| Content: breakdown of the topics                                                                                   | Contact hours |           |          |           |                 |                           |                      | Individual work: time and assignments |                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------|---------------|-----------|----------|-----------|-----------------|---------------------------|----------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | Lectures      | Tutorials | Seminars | Workshops | Laboratory work | Internship/work placement | Contact hours, total | Individual work                       | Assignments                                                                                                                                                                 |
| 1. Course overview and introductions                                                                               | 2             |           |          |           |                 |                           | 2                    |                                       |                                                                                                                                                                             |
| 2. Race as a social construction and as an ideology. Critical race theory                                          | 2             |           |          |           |                 |                           | 2                    | 4                                     | To read thoroughly, take notes and prepare for seminar discussion: John Solomos 60-77.<br><br>Text for the seminar presentation (optional reading for others): Fanon 35-52. |
| 3. Race and empire. Slavery and historical development of racial ideology. Eugenics. USA, UK, South Africa, Brazil | 2             |           | 2        |           |                 |                           | 4                    | 6                                     | Optional readings (to read thoroughly, take notes): Gilroy 22-37, Goldberg 12-32                                                                                            |
| 4. Whiteness and white privilege                                                                                   | 2             |           |          |           |                 |                           | 2                    | 4                                     | To read thoroughly, take notes and prepare for seminar discussion: Wekker 1-16<br><br>Text for the seminar presentation (optional reading for others): Pitts 81-100         |
| 5. Race and ethnicity. Are Arabs a race? Creating "Latino". Asian identity. Anti-Roma racism in Europe             | 2             |           | 2        |           |                 |                           | 4                    | 6                                     | Optional readings (to read thoroughly, take notes): Kundnani 67-88, Meer 105-125                                                                                            |

|                                                                                                                              |   |  |   |  |  |  |   |   |                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------|---|--|---|--|--|--|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Colonialism, gender and sexualities. Black feminist theory. Intersectionality                                             | 2 |  |   |  |  |  | 2 | 4 | To read thoroughly, take notes and prepare for seminar discussion: Collins 123-149<br><br>Text for the seminar presentation (optional reading for others): hooks 15-35                |
| 7. Race and religion. The role of religion in racialization projects and struggles for racial justice<br><br>(guest lecture) | 2 |  | 2 |  |  |  | 4 | 6 | Optional readings (to read thoroughly, take notes: Meer 30-62                                                                                                                         |
| 8. Racial profiling. Immigration and borders. Prisons and camps. Belarusian border crisis. Ukraine war                       | 2 |  |   |  |  |  | 2 | 4 | To read thoroughly, take notes and prepare for seminar discussion: Phillips, Webster 139-160<br><br>Text for the seminar presentation (optional reading for others): Parmer 167-180   |
| 9. Environmental racism and climate justice                                                                                  | 2 |  | 2 |  |  |  | 4 | 6 | Optional readings (to read thoroughly, take notes: Saini 55-85                                                                                                                        |
| 10. Inclusive marketing: Race and brands<br><br>(guest lecture)                                                              | 2 |  |   |  |  |  | 2 | 4 | To read thoroughly, take notes and prepare for seminar discussion: Karklina Gabriel 5-35<br><br>Text for the seminar presentation (optional reading for others): Young, Brunk 235-267 |
| 11. Race, entertainment industry and sport. Cultural appropriation and commodity fetishism                                   | 2 |  | 2 |  |  |  | 4 | 6 | Optional readings (to read thoroughly, take notes: Young, Brunk 173-210                                                                                                               |
| 12. Art as a form of resistance and activism for racialized groups                                                           | 2 |  |   |  |  |  | 2 | 4 | To read thoroughly, take notes and prepare for seminar discussion: Solomos 204-230                                                                                                    |

|                                                                       |           |  |           |  |  |  |  |           |                                                                                       |                                                                                                                                                                         |
|-----------------------------------------------------------------------|-----------|--|-----------|--|--|--|--|-----------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       |           |  |           |  |  |  |  |           | Text for the seminar presentation (optional reading for others): Young, Brunk 211-234 |                                                                                                                                                                         |
| 13. Race after the Genome: Technoscience and Indigeneity. Race and AI | 2         |  | 2         |  |  |  |  | 4         | 6                                                                                     | Optional readings (to read thoroughly, take notes: Saini 100-122, Goldberg 217-229                                                                                      |
| 14. Post-race? Hybridity, Cosmopolitanism and Denial                  | 2         |  |           |  |  |  |  | 2         | 4                                                                                     | To read thoroughly, take notes and prepare for seminar discussion: Solomos 231-250<br>Text for the seminar presentation (optional reading for others): Goldberg 230-248 |
| 15. Group presentations                                               |           |  | 8         |  |  |  |  | 8         | 21                                                                                    |                                                                                                                                                                         |
| <b>Total</b>                                                          | <b>28</b> |  | <b>20</b> |  |  |  |  | <b>48</b> | <b>85</b>                                                                             |                                                                                                                                                                         |

| Assessment strategy                        | Weight,% | Deadline               | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------|----------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Group presentation of the seminar material | 20       | During semester        | During the semester students will have to make a group presentation on one of the seminar topic. The presentation will require a combination of critical evaluation of seminar material (academic article) as well as individual research and examples on the topic. Power point slides are mandatory.<br>Assessment:<br>2 points: the seminar material clearly presented and critically evaluated, visual / audio examples supplied, students are able to foster discussion and answer the questions.<br>1 point: the seminar material presented superficially, no visual / audio examples, students are not able to foster discussion and / or answer the questions.<br>0 points: seminar material was not presented or was presented in an extremely superficial way. |
| Exam                                       | 50       | At the end of semester | One part of the exam will consist of short open-ended questions, and one will consist of multiple-answer questions. Questions will be based on material covered throughout the course.<br><br>Assessment: 5 (excellent). Excellent knowledge and academic abilities. 95-100% of the questions answered correctly.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                   |    |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------|----|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   |    |                        | <p>4.5 (very good). Very good knowledge and academic abilities. 85-94% of the questions answered correctly.</p> <p>4 (good). Above average knowledge and academic abilities. 75-84% of the questions answered correctly.</p> <p>3.5 (average). Average knowledge and academic abilities. Some mistakes (not essential ones). 65-74% of the questions answered correctly.</p> <p>3 (satisfactory). Knowledge and academic abilities are below average. There are substantial mistakes. 55-64% of the questions answered correctly.</p> <p>2.5 (weak). Knowledge and academic abilities only meet the minimum requirements. 51-54 % of the questions answered correctly.</p> <p>0-2. Minimum requirements are not met.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Creative group project + individual reflection piece (1000 words) | 30 | At the end of semester | <p>Students will have to create a group project (max. 4 students) that tackles a particular academic question in a creative and engaging way. This can take many forms: it can be the result of a mini-ethnographic project, or an assemblage of images or it can result from an installation of a flipchart in your student accommodation with an image or a question that you ask passers-by to engage with. It can also be a photographic or a video-based project. Alternatively, it can be an oral history project, where you can dig into your family or friends' oral history.</p> <p>The evaluation of the creative group project is done through a 1000-word reflection piece that is marked individually. In it you reflect on and engage with the themes presented through a discussion of academic literature.</p> <p><i>The assessment is based on the following criteria:</i></p> <ul style="list-style-type: none"> <li>- choice of the research question;</li> <li>- consistency of the argument / structure of assignment;</li> <li>- quality of literature / sources / data;</li> <li>- depth of analysis;</li> <li>- academic literacy.</li> </ul> |

| Author                                                                          | Publishing year | Title                     | Issue of a periodical or volume of a publication; pages | Publishing house or internet site |
|---------------------------------------------------------------------------------|-----------------|---------------------------|---------------------------------------------------------|-----------------------------------|
| <b>Required reading (uploaded to the course's Virtual learning environment)</b> |                 |                           |                                                         |                                   |
| Frantz Fanon                                                                    | 1963            | The Wretched of the Earth |                                                         | Grove Press                       |

|                                       |      |                                                                                                        |  |                               |
|---------------------------------------|------|--------------------------------------------------------------------------------------------------------|--|-------------------------------|
| Paul Gilroy                           | 2002 | There Ain't No Black in the Union Jack                                                                 |  | London: Hutchinson            |
| John Solomos (ed)                     | 2020 | Routledge international handbook of contemporary racisms                                               |  | Abingdon, Routledge           |
| David Theo Goldberg (ed)              | 1990 | Anatomy of Racism                                                                                      |  | University of Minnesota Press |
| Angela Saini                          | 2019 | Superior: the Return of race science                                                                   |  | Beacon Press                  |
| Gloria Wekker                         | 2016 | White innocence: Paradoxes of colonialism and race                                                     |  | Duke University Press         |
| Coretta Phillips, Colin Webster       | 2013 | New Directions in Race, Ethnicity and Crime                                                            |  | London: Routledge             |
| Anastasia Karklina Gabriel            | 2024 | Cultural Intelligence for Marketers: Building an Inclusive Marketing Strategy                          |  | Kogan Page                    |
| James O. Young, Conrad G. Brunk (eds) | 2009 | The Ethics of Cultural Appropriation                                                                   |  | Wiley-Blackwell               |
| Patricia Hill Collins                 | 2002 | Black feminist thought: Knowledge, consciousness, and the politics of empowerment                      |  | Routledge                     |
| bell hooks                            | 1981 | Ain't I a Woman: Black Women and Feminism                                                              |  | London: Pluto                 |
| Karim Murji, John Solomos (eds)       | 2015 | Theories of race and ethnicity: Contemporary debates and perspectives                                  |  | Cambridge: CUP                |
| Nasar Meer                            | 2014 | Racialization and religion: Race, culture and difference in the study of antisemitism and Islamophobia |  | Routledge                     |
| Johny Pitts                           | 2020 | Afropean: Notes from Black Europe                                                                      |  | Penguin Books                 |
| Recommended reading                   |      |                                                                                                        |  |                               |
| Alpa Parmar                           | 2013 | Race and ethnicity in the criminal justice process, in A. Hucklesby and A Wahidin (eds)                |  | Oxford University Press       |
| Anne McClintock                       | 1995 | Imperial Leather: Race, Gender and Sexuality in the Colonial Contest                                   |  | Abingdon: Routledge           |
| Arun Kundnani                         | 2014 | The Muslims Are Coming! Islamophobia, Extremism, and the Domestic War on Terror                        |  | London: Verso                 |