

# PhD course: Structural Racism: Philosophical, Pedagogical and Sociological Perspectives

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Funded by the Department of Philosophy, Classics, History of Art and Ideas of the University of Oslo

## Course description

This PhD-level course offers a comprehensive critical examination of structural racism, encompassing its existence, harms, and prospective solutions. By employing philosophical, pedagogical, and sociological perspectives, the course merges theoretical analysis with practical approaches to confront this pervasive social issue.

The course is structured around three main topics, each exploring a distinct aspect of structural racism. The first topic, entitled “**Understanding Structural Racism**,” delves into the concept’s historical roots, definitions, and entrenchment within social, economic, and political systems. In addition to examining how structural racism perpetuates inequality, the discussion will address the attempts to deny or manipulate its existence and effects in order to hinder social change.

The second topic, “**Examining the Impact of Structural Racism**,” focuses on the consequences of structural racism, including economic and social exclusion, the expansion of nationalistic ideologies, and the perpetuation of institutional violence. The class will analyze the complex nature of structural racism, particularly in intersection with other forms of oppression, placing a special emphasis on xenophobia. Specific attention will be given to how structural racism operates within the Norwegian context.

The final topic, “**Exploring Possibilities for Change**,” critically examines practical strategies to shift racist perspectives and address structural racism. The course endeavors to create a space for students to critically reflect on viable theoretical understandings and practical actions necessary to confront this pressing issue. Here too, the Norwegian context will be in focus.

Upon completing the course, students will possess comprehension of structural racism within and outside the Norwegian context and will have been exposed to diverse perspectives on the genuine challenges involved in meaningfully combatting it.

## Course format

This is a three-day PhD course comprising of lectures, discussions, student presentations, and museum group visits. All days of the course have exclusively allocated time for discussions and brief presentations by the students on topics related to the course and proposed by them in advance.

## Course schedule

### Day 1: June 19<sup>th</sup>, 2024

Time	Place	Activities	Contributors
9:15-10:00	SB Seminarrom 2	Welcome & introduction	Nyegaard & Mota
10:00-12:00	SB Seminarrom 2	Lecture & discussion on the first topic	Midtbøen
12:00-13:00	Sophus Bugge hus	Lunch break	-
13:00-15:00	SB Seminarrom 2	Lecture & discussion on the first topic	Eriksen
15:00-16:30	SB Seminarrom 2	Presentations	Students
18:30-20:00	National Museum	Tour in the “Moving the Needle” exhibition	-

### Day 2: June 20<sup>th</sup>, 2024

Time	Place	Activities	Contributors
9:15-10:00	SB Seminarrom 2	Welcome & discussion	Nyegaard & Mota
10:00-12:00	SB Seminarrom 2	Lecture & discussion on the second topic	Rapp & Corral-Granados
12:00-13:00	Sophus Bugge hus	Lunch break	-
13:00-16:30	SB Seminarrom 2	Presentations	Students

### Day 3: June 21<sup>st</sup>, 2024

Time	Place	Activities	Contributors
9:15-10:00	HL-Senteret	Welcome & discussion	Nyegaard & Mota
10:00-12:00	HL-Senteret	Tour in the “Everyday Racism” exhibition	Døving
12:00-13:00	HL-Senteret	Lunch break	-
13:00-16:00	HL-Senteret	Lecture & discussion on the third topic	Nyegaard & Mota
16:00-16:30	HL-Senteret	Reflections about the course	Nyegaard & Mota
17:00-21:00	Kafé Villa Grande	Special dinner	-

## Directions

Our recommendation is that everyone uses the public transportation system in order to get to the course locations. If you are new to Oslo, be aware that you may plan your trip and buy tickets via the [Ruter app](#).

### Sophus Bugge hus

The first two days of the course shall take place at the University of Oslo, Campus Blindern, in the [Seminar Room 2](#) of [Sophus Bugge hus](#), located at Niels Henrik Abels vei 36.



The Campus is served by metro lines, [4] Vestli via Storo, [5] Ringen via Storo, and [5] Sognsvann with two stops, [Blindern](#) and [Forskningsparken](#). Sophus Bugge hus is at a short walking distance of both stops. There are also two tram lines, [17] Rikshospitalet/Sinsen-Grefsen and [18] Rikshospitalet/Storo-Grefsen with one stop, [Universitet Blindern](#), which is very close to Sophus Bugge hus.

### HL-Senteret

The last day of the course shall take place at the [The Norwegian Center for Holocaust and Minority Studies](#), located at the Bygdøy peninsula, Huk aveny 56.



The best public transport option available is the bus line [30] Bygdøy, stopping at [Bygdøhus](#). The Center is at a short walking distance from the stop. The special dinner location, Kafé Villa Grande, is in the same building.

### National Museum

As previously informed, the final activity of the first day of the course is a group visit to the [National Museum](#), which is located at Brynjulf Bulls plass 3.



Although we plan to go to the museum together directly from Sophus Bugge hus, there is a short time gap between the time of the visit and the end of the students presentations, so you may choose to leave earlier and arrive at the museum on your own. Be mindful that everyone who wishes to participate must be present at the museum entrance by 18:15.

There are several options to get there. By tram, line [12] Kjelsås/Majorstuen, stopping at [Akker brygge](#), and lines [11] Kjelsås/Majorstuen and [13] Ljabru/Lilleaker to the [Nationaltheatret](#) stop. By metro, every line stopping at the [Nationaltheatret](#) station. By bus, line [81] Flipstad stopping at Dokkveien, and lines [30] Nydalen and [31] Snarøya/Fornebu/Tonsenhagen/Grorud T to the [Nationaltheatret](#) stop.

## **Important information**

### **Deadlines**

Confirm course participation: **May 13<sup>th</sup>**, 2024

Confirm attendance to the special dinner (on June 21<sup>st</sup>, 17:00-21:00): **May 13<sup>th</sup>**, 2024

Confirm attendance to the group visit (on June 19<sup>th</sup>, 18:30-20:00): **May 13<sup>th</sup>**, 2024

Submit title and short abstract of presentation (optional): **June 3<sup>rd</sup>**, 2024

Submit examination activity: **July 15<sup>th</sup>**, 2024

### **Examination**

In order to earn course credits (3 ECTS), the students must write and submit one of two possible activities:

- ca. 1.500 – 2.500 words commentary on one of the readings from the syllabus; or
- ca. 2.500 – 3000 words essay on a topic relevant to the course.

### **Student presentations**

Our main goal with this PhD course is to provide a safe and fruitful environment for students to develop themselves as researchers and to connect with potential colleagues.

We are aware that presenting your work to others is challenging, which is why we encourage everyone to do so during the course, as you will be in an especially receptive learning environment and in the presence of several people who are interested in the same topics as you are. The presentations will not be assessed as part of the examination, as their purpose is to give each student's research the attention it deserves.

We are planning to have student presentations on the first and second days of the course, each with around 10-15 minutes to talk and 5-10 minutes to discussion. You are free to choose how you want to present, and using slides is not necessary.

### Group visit

The last lecture of the first day focuses on important issues related to indigenous people in the Nordic region. Considering how pressing this subject is today, we have decided to extend its discussion to a group visit to the exhibition “[Britta Marakatt-Labba. Moving the Needle](#)” at the National Museum. It consists of an immersive look into the indigenous resistance regarding climate action, which is deeply connected to the artist’s life and work.

The museum has gracefully offered us free entrance and a guided tour of the exhibition. After the visit, if the group is interested, we can also gather for a casual dinner, which unfortunately would not be paid for.



*Britta Marakatt-Labba, "The Crows", 2021. © Britta Marakatt-Labba / BONO.*

### Special dinner

On the very last day of the course we will gather at the Kafé Villa Grande for a special dinner. Light food and non-alcoholic beverages will be provided.



*The Kafé Villa Grande is located within the Norwegian Center for Holocaust and Minority Studies (HL-Senteret) on the Bygdøy peninsula*

## Course program

All readings are available in the digital folder [Materials](#).

Day 1: June 19<sup>th</sup>, 2024

### Morning Lecture on “Understanding Structural Racism”

**Lecturer:** Arnfinn Haagensen Midtbøen (Professor at the Department of Sociology and Human Geography/UiO)

#### *Mandatory reading*

- Bonilla-Silva, E. (1997). Rethinking Racism: Toward a Structural Interpretation. *American Sociological Review*, 62(3), 465-480. <https://doi.org/10.2307/2657316>
- Wimmer, A. (2015). Race-centrism: a critique and a research agenda. *Ethnic and Racial Studies*, 38(13), 2186-2205. <https://doi.org/10.1080/01419870.2015.1058510>
- Winant, H. (2015). Race, ethnicity and social science. *Ethnic and Racial Studies*, 38(13), 2176-2185. <https://doi.org/10.1080/01419870.2015.1058514>
- Winant, H. (2015). Response to Andreas Wimmer. *Ethnic and Racial Studies*, 38(13), 2206-2207. <https://doi.org/10.1080/01419870.2015.1058519>

#### *Further reading*

- Alba, R., Statham, P., & Foner, N. (2024). Re-thinking assimilation and why it matters: an intellectual, career and life journey – Richard Alba in conversation with Paul Statham. *Journal of Ethnic and Migration Studies*. <https://doi.org/10.1080/1369183X.2023.2295669>
- Da Silva, D. F. (2007). *Toward a Global Idea of Race*. University of Minnesota Press. <https://www.jstor.org/stable/10.5749/j.ctttssr9>
- Glasgow, J., Haslanger, S., Jeffers, C., & Spencer, Q. (2019). *What Is Race? Four Philosophical Views*. Oxford University Press. <https://doi.org/10.1093/oso/9780190610173.001.0001>
- Hardimon, M. O. (2023). Is Racism Essentially Systemic? *American Philosophical Quarterly*, 60(4), 369–380. <https://doi.org/10.5406/21521123.60.4.05>
- Hermansen, A. S. (2016). Moving Up or Falling Behind? Intergenerational Socioeconomic Transmission among Children of Immigrants in Norway. *European Sociological Review*, 32(5), 675-689. <https://doi.org/10.1093/esr/jcw024>
- Levy, N. (2017). Am I a Racist? Implicit Bias and the Ascription of Racism. *The Philosophical Quarterly*, 67(268), 534–551. <https://doi.org/10.1093/pq/pqw070>
- Midtbøen, A. H. (2021). Strukturell rasisme i en strukturelt inkluderende velferdsstat? *Tidsskrift for samfunnsforskning*, 62(1), 106-115. <https://doi.org/10.18261/issn.1504-291X-2021-01-09>
- Quillian, L., & Midtbøen, A. H. (2021). Comparative Perspectives on Racial Discrimination in Hiring: The Rise of Field Experiments. *Annual Review of Sociology*, 47, 391-415. <https://doi.org/10.1146/annurev-soc-090420-035144>

#### *Further listening*

Critical Theory in Context Podcast. Structural racism in practice. KTB. Available at <https://criticaltheoryinberlin.de/podcast/podcast-6-structural-racism-in-practice/>



## **Afternoon Lecture on “Understanding Structural Racism”**

**Lecturer:** Kristin Gregers Eriksen (Associate Professor at the Department of Culture, Religion and Social Studies/USN)

### *Mandatory reading*

- Eriksen, K. G. (2022). Coloniality and National Exceptionalism in Norwegian Citizenship Education: Engaging the Ontological Baseline. In Moncrieffe, M (Ed.) Decolonising Curriculum Knowledge: International Perspectives and Interdisciplinary Approaches, pp. 101-114. Springer International Publishing. [https://doi.org/10.1007/978-3-031-13623-8\\_7](https://doi.org/10.1007/978-3-031-13623-8_7)
- Fjellheim, E. M. (2020). Through our stories we resist: decolonial perspectives on south Saami history, indigeneity and rights. In Breidlid, A. & Krøvel, R. (Eds.) Indigenous knowledges and the sustainable development agenda, pp. 207-226. Routledge. <https://doi.org/10.4324/9780367853785-12>
- Qujiano, A. (2007) COLONIALITY AND MODERNITY/RATIONALITY. Cultural Studies, 21 (2-3), 168-178. DOI: <https://doi.org/10.1080/09502380601164353>

### *Further reading*

- Reibold, K. (2022). Settler Colonialism, Decolonization, and Climate Change. Journal of Applied Philosophy, 40(1), 624–641. <https://doi.org/10.1111/japp.12573>
- Mendoza, J. J. (2023). “Go Back to Where You Came From!”: Racism, Xenophobia, and White Nationalism. American Philosophical Quarterly, 60(4), 397–410. <https://doi.org/10.5406/21521123.60.4.07>
- Smith, D. L. (2012). Less Than Human: Why We Demean, Enslave, and Exterminate Others (First Edition). St. Martin’s Press.

### *Further watching*

- Exterminate All Brutes. HBO documentary. Special focus on episodes 1 and 4. <https://www.imdb.com/title/tt8396314/>



Day 2: June 20<sup>th</sup>, 2024

**Morning Lecture on “Examining the Impact of Structural Racism”**

**Lecturers:** Anna Cecilia Rapp (Associate Professor at the Institute for Teacher Education/NTNU) and Anabel Corral-Granados (Postdoctoral fellow at the Institute for Teacher Education/NTNU; Associate Professor at the Department of Education/UAL)

*Mandatory reading*

- Rapp, A. C., & Corral-Granados, A. (2024). Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 28(4), 423–439. <https://doi.org/10.1080/13603116.2021.1946725>
- Smepllass, E., Rapp, A. C., & Corral-Granados, A. (2024). Understanding how institutional dynamics can contribute to educational inequality in Nordic cities. *Oxford Review of Education*, 50(2), 290–307. <https://doi.org/10.1080/03054985.2023.2274027>

*Further reading*

- Bangstad, S. (2015). The racism that dares not speak its name: Rethinking neo-nationalism and neo-racism in Norway. *Intersections. East European Journal of Society and Politics*, 1(1), Article 1. <https://doi.org/10.17356/ieejsp.v1i1.26>

Day 3: June 21<sup>st</sup>, 2024

**Afternoon Lecture on “Exploring Possibilities for Change”**

**Lecturers:** Sara Blikstad Nyegaard (PhD candidate at the HL-Senter and the Faculty of Educational Sciences/UiO) and Hugo Ribeiro Mota (PhD candidate at the Department of Philosophy/UiO)

*Mandatory reading*

- Ellefsen, R., Banafsheh, A., & Sandberg, S. (2022). Resisting racism in everyday life: From ignoring to confrontation and protest. *Ethnic and Racial Studies*, 45(16), 435–457.  
<https://doi.org/10.1080/01419870.2022.2094716>
- Harlap, Y., & Riese, H. (2022). “We don’t throw stones, we throw flowers”: Race discourse and race evasiveness in the Norwegian university classroom. *Ethnic and Racial Studies*, 45(7), 1218–1238. <https://doi.org/10.1080/01419870.2021.1904146>
- Lorde, A. (1981). The Uses of Anger. *Women’s Studies Quarterly*, 9, 7–10.
- Souza dos Santos, E. (2024). *On Militant Democracy, (Un)Civil Disobedience, and the Right to Resistance* (SSRN Scholarly Paper 4765599). <https://doi.org/10.2139/ssrn.4765599>

*Further reading*

- Anyiwo, N., Palmer, G. J., Garrett, J. M., Starck, J. G., & Hope, E. C. (2020). Racial and political resistance: An examination of the sociopolitical action of racially marginalized youth. *Current Opinion in Psychology*, 35, 86–91. <https://doi.org/10.1016/j.copsyc.2020.03.005>
- El Kassir, N. (2021). The Powers of Individual and Collective Intellectual Self-Trust in Dealing with Epistemic Injustice. *Social Epistemology*, 35(2), 197–209.  
<https://doi.org/10.1080/02691728.2020.1839592>
- Liao, S., & Huebner, B. (2021). Oppressive Things\*. *Philosophy and Phenomenological Research*, 103(1), 92–113. <https://doi.org/10.1111/phpr.12701>
- Sullivan, S. 2014, *Good White People: The Problem with Middle-Class White Anti-Racism*, Albany, N.Y.: SUNY Press.
- Vollhardt, J. R., Okuyan, M., & Ünal, H. (2020). Resistance to collective victimization and oppression. *Current Opinion in Psychology*, 35, 92–97. <https://doi.org/10.1016/j.copsyc.2020.04.001>

*Further listening*

Real Critical Race Theory Podcast. Episode 13: Erin Pineda on her new book, *Seeing Like an Activist*. Available at <https://podcasters.spotify.com/pod/show/realcrt/episodes/Ep--13---Erin-Pineda-on-Seeing-Like-an-Activist-Civil-Disobedience-and-the-Civil-Rights-Movement-Oxford-University-Press-2021-e1hhjq5/a-a7q0sol>