

**University of Toronto**  
**Department of Sociology**  
**SOC210H1F: Sociology of Race and Ethnicity**  
Summer 2020  
Lectures Mon and Wed 12-2pm via Bb Collaborate

Instructor: Yukiko Tanaka  
Email: [yukiko.tanaka@mail.utoronto.ca](mailto:yukiko.tanaka@mail.utoronto.ca)  
Office Hours: Tuesdays 12-2pm via Bb Collaborate

Teaching Assistant: TBD

**Statement of Acknowledgement:** I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. [<https://indigenous.utoronto.ca/about/land-acknowledgement/>]

In the context of this course on race and ethnicity, I encourage students to critically reflect on what this statement of acknowledgement means to you, especially in the context of the Tuck and Yang reading.

Read more about the University of Toronto's response to the Truth and Reconciliation Commission of Canada here: <https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf>

**Course Description:** This course is an introduction to the sociological study of race and ethnicity. Race and ethnicity are pervasive structures that impact our everyday lives, from microinteractions to institutional practices and policies. While everyone has a commonsense understanding of race and ethnicity, sociology helps us understand these phenomena in a systematic way that allows us to see how race and ethnicity works at multiple levels through different periods of history and geographical contexts. By gaining a deeper understanding of how racial inequality is reproduced, we can also strive toward social change. In this course, we will examine competing theoretical explanations of race and ethnicity along with empirical studies of race and ethnicity as they pertain to spatial patterns, gender and sexuality, education, employment, criminal justice, multiculturalism, and social movements. The course will have special emphasis on the Canadian context of settler colonialism and successive waves of immigration, but we will also consider race and ethnic relations in the US and beyond.

**Prerequisites:** All students must have taken SOC101Y or SOC102H or SOC100H prior to enrolling in this class. Students without this prerequisite will be removed at any time discovered and without notice.

**Course Delivery:** All components of this course will be delivered online. Live lectures will be held during regular class times via Bb Collaborate on Quercus. It is crucial to check the Quercus course page regularly for course updates.

## Learning Objectives

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1. Apply theories of race and ethnicity in different contexts across time and space and critically evaluate their usefulness.
2. Identify historical and contemporary ways in which im/migration and settler colonialism have shaped race and ethnic relations in Canada.
3. Understand and evaluate empirical work on selected topics in race and ethnic relations, including social change.
4. Draw connections between scholarly work on race and ethnicity, current political events and everyday life.

## Evaluation Components

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Discussion Groups	Ongoing	10%
Reading Response 1	May 13	20%
Reading Response 2	June 8	20%
Midterm	May 25	20%
Final Exam	June 22	30%

**Discussion Groups:** For each class, please come prepared with one discussion question based on the readings. You will be assigned to small discussion groups on Quercus where you will be required to post your question *and* respond to at least one other student's question in around 200 words. You may respond to more than one question if you would like to. You will be given about 15 minutes at the end of class to participate in discussion. Your response does not need to be polished, but it should show critical engagement with the readings and questions posed by your peers. You will be responsible for a discussion question for every class except the midterm and each discussion is worth 1% for a total of 10%. Note that there are 11 classes with discussions, so you can miss one and still get the full 10%, and you may participate in all 11 for a bonus 1%. However, you will not be able to make up the participation grade if you miss class.

**Reading Responses:** You will be responsible for two reading responses, each worth 20% of your grade, due on Wednesday, May 13 and Monday, June 8 by 11:59pm. Each one will briefly summarize the main arguments of the readings and then provide a critical response that evaluates the strengths and weaknesses of the readings, then relate at least one of the readings to a real-life situation. The situation can be from your personal life or current events. The reading responses must be submitted on Quercus and will not be accepted via email. More detail will be provided in class.

**Midterm:** Midterm will be a mix of definitions, short and long answer questions. It will be open-book and take place on Quercus on Wednesday, May 25. You will be given a 2-hour period to take the test anytime between 9am-9pm that day.

**Final:** Final exam will consist of essay questions. It will be open-book and takes place on Quercus on Monday, June 22. You will be given a 2-hour period to take the test anytime between 9am-9pm that day.

## Course Policies

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**Course Attendance:** Because this course is being taught synchronously, you are expected to attend live lectures on Bb Collaborate on Mondays and Wednesdays from 12-2pm. If you miss class, the lecture slides and partial lecture recordings will be posted to Quercus, but please do not rely entirely on these as they will not cover all the information that was discussed during class. There may also be short videos, images, or other media presented in lectures that count as course material. I will be giving discussion prompts and short (ungraded) quizzes to help you assess your understanding of the material. Students are expected to participate in discussion via the video, voice, or text chat options.

**Course Communication:** The Quercus discussion boards are available as a space to connect with myself, the TA, and fellow students regarding the course assignments. Feel free to post questions and thoughts there if you need help understanding the course material or the assignment requirements. You may also message me or the TA directly on Quercus, or attend my office hours on Bb Collaborate on Tuesdays 12-2pm.

**Online Etiquette:** Please treat your fellow students, TA, and instructor with the utmost respect online. The discussion boards, breakout rooms, and any other place where you're communicating with the class should be a supportive and collegial environment to develop your thinking about race and ethnicity. Refer to the Community Agreement for more specific guidelines.

**Accessibility:** If you require accessibility services, please visit <http://studentlife.utoronto.ca/as> as soon as possible. For specific COVID-19 related accessibility concerns, please visit <https://www.studentlife.utoronto.ca/as/covid-19-updates>.

**Absence Declaration:** The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. Please use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation in the University. The tool is to be used if you require consideration for missed academic work based on the procedures specific to your faculty or campus. **In addition to this declaration, you are responsible for contacting me to request the academic consideration you are seeking.** You will be notified by the University if this policy changes.

**Late Assignments:** Late reading responses without a valid excuse will be deducted 5% per day, including weekends and holidays. We will not be accepting work submitted over a week late.

**Missed Tests:** Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. Within three days of the missed test, students who wish to write the make-up test must give the instructor a written request for special consideration, accompanied by proper documentation from your college registrar or through the Absence Declaration tool on ACORN, which explains why the test was missed. The make-up test will be scheduled on Quercus. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.

**Grade Appeals:** If you feel the grade you received is not an accurate reflection of the work that you produced, you may appeal it through the following steps. First, you must address your grade with your TA within one week of the grade being returned to you, addressing the comments they provided to you. If you are unable to come to an agreement, you may request a re-grade from the instructor. In your request, you must address your TA's comments and explain why you feel they do not adequately reflect your assignment. Keep in mind that upon regrading, your mark may go up or down or stay the same.

**Academic Integrity:** Academic integrity is fundamental to scholarship at the University of Toronto and beyond. Academic offenses include, but are not limited to, using someone else's ideas in a paper or exam without proper citations, submitting your own work for credit in multiple courses, obtaining assistance from others during exams (including having someone edit your work or looking at a classmate's work), and falsifying illness on the Absence Declaration tool. Please familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters: <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

**Writing Support:** Each college has a writing centre with instructors who can assist you at various stages of writing projects. I highly recommend seeking help from your college writing centre for your reading responses. Find your writing centre here: <https://writing.utoronto.ca/writing-centres/> Note that writing support is available through phone appointments through the COVID-19 crisis.

## **Class Schedule and Readings**

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I expect you to do the required readings ahead of class and be prepared to discuss the main themes and findings.

Supplementary readings will be covered in class and may be on the exam. The lecture will cover what you need to know from the supplementary readings, but if you are interested in the topics, I encourage you to read them too.

All readings will be made available on Quercus.

Note: Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

### **1. Introduction to Race and Ethnicity (May 4)**

What is the sociological study of race and ethnicity? What do we mean when we say that race and ethnicity are social constructions? Why do we talk about race *and* ethnicity? Is this conceptual distinction necessary or useful?

Covered in class:

Cornell, Stephen and Douglas Hartmann. 2004 "Conceptual Confusions and Divides: Race,

Ethnicity, and the Study of Immigration.” Pp. 23-41 in *Not Just Black and White*, edited by Nancy Foner and George M. Fredrickson. New York: Russell Sage Foundation.

## **2. Theories of Race (May 6)**

In this class we will look at theories of racial formation and intersectionality through the work of Omi and Winant (2015) and Patricia Hill Collins (2015). We will consider how these US-based theories may work in the Canadian context and where they may need to be modified.

### Required:

Omi, Michael and Howard Winant. 2015. *Racial Formation in the United States: Third Edition*. Routledge. Chapter 4: The Theory of Racial Formation.

### Covered in class:

Saperstein, Aliya, Andrew M. Penner and Ryan Light. 2013. “Racial Formation in Perspective: Connecting Individuals, Institutions, and Power Relations.” *Annual Review of Sociology* 39: 359-378.

Collins, Patricia Hill. 2015. “Intersectionality’s Definitional Dilemmas.” *Annual Review of Sociology* 41: 1-20.

## **3. Theories of Ethnicity (May 11)**

In this class we will look at how ethnic boundaries are constructed, maintained, and transformed. We will consider how scholars of ethnicity have critiqued scholars of race, including Omi and Winant, and evaluate which theories may be more appropriate to use in Canada, the US, and other countries.

### Required:

Brubaker, Rogers. 2002. “Ethnicity without Groups.” *Archives européennes de sociologie* 43(2): 163-189.

### Covered in class:

Alba, Richard, and Victor Nee. 1997. “Rethinking Assimilation Theory for a New Era of Immigration.” *International Migration Review* 31(4): 826-874.

Wimmer, Andreas. 2015. “Race-centrism: a critique and a research agenda.” *Ethnic and Racial Studies* 38(15): 2186-2205.

## **4. Settler Colonialism (May 13)**

Canada as a nation-state is founded on the theft of land, resources, and life from the original inhabitants of Turtle Island. What implications does this have on racial formation both historically and presently in Canada? What does decolonization mean?

Required:

Tuck, Eve and K.Wayne Yang. 2012. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1(1):1–40.

Covered in class:

Veracini, Lorenzo. 2011. "Introducing Settler Colonial Studies." *Settler Colonial Studies* 1(1):1–12.

Thobani, Sunera. 2007. *Exalted subjects: Studies in the making of race and nation in Canada*. Toronto: University of Toronto Press. Introduction.

**DUE: Reading Response 1**

**May 18: Victoria Day – no classes**

**5. Im/migration (May 20)**

Another foundational dynamic in Canadian nation-building is through immigration – first, of European settlers, and more recently of non-white migrants. How is the Canadian nation-state maintained through mass immigration? What categories of im/migrants are deemed desirable, and which are rendered temporary or external to the nation? How are immigration and racial/ethnic inequality intertwined?

Required:

Satzewich, Vic and Nikolaos Liodakis. 2013. "The Dynamics of Nation-Building" pp. 63-94 in *"Race" and Ethnicity in Canada*. Toronto: Oxford University Press.

Statistics Canada. 2019. "Toronto – a data story on ethnocultural diversity and inclusion in Canada." <https://www150.statcan.gc.ca/n1/pub/11-631-x/11-631-x2019002-eng.htm>

Covered in class:

Goldring, Luin, and Patricia Landolt. 2011. "Caught in the Work–Citizenship Matrix: the Lasting Effects of Precarious Legal Status on Work for Toronto Immigrants." *Globalizations* 8(3): 325-341.

**6. Midterm (May 25)**

## **7. Multiculturalism (May 27)**

Canada is often touted as a multicultural nation, yet there are still vast disparities between groups that make up our so-called ethnic mosaic. How can this be the case? What function does multiculturalism play in Canadian society? In this class we will critically examine multiculturalism as demographic fact, popular discourse, and public policy, and discuss who multiculturalism serves and who it continues to marginalize.

### Required:

Reitz, Jeffrey G. 2014. "Multiculturalism Policies and Popular Multiculturalism in the Development of Canadian Immigration." Pp. 107-126 in *The Multiculturalism Question: Debating Identity in 21<sup>st</sup>-Century Canada*, edited by J. Jedwab. Kingston/Montreal: McGill-Queens University Press.

### Covered in class:

Haque, Eve. 2010. "Homegrown, Muslim and Other: Tolerance, Secularism and the Limits of Multiculturalism." *Social Identities* 16(1):79–101.

## **8. Race/Ethnicity and Place (June 1)**

Racial inequality is closely intertwined with spatial patterns: who is allowed access to which physical spaces, under which conditions, to what effects? Some forms of spatial segregation are formally enforced, such as the confinement of First Nations to reserves or practices of blockbusting and racial covenants; others are informal, yet still have real effects, as Elijah Anderson gestures toward in "the white space". In this class we will explore both formal and informal ways that race and place are organized to maintain racial hierarchies.

### Required:

Razack, Sherene. 2018. "When Place Becomes Race." Pp. 113-129 in *Race & Racialization: Essential Readings, Second Edition*, eds. T. Das Gupta et al. Toronto: Canadian Scholars' Press.

### Covered in class:

Anderson, Elijah. 2015. "The White Space." *Sociology of Race and Ethnicity* 1(1): 10-21.

## **9. Race/Ethnicity and Institutions (June 3)**

Sociologists often speak of institutional racism, or racism that is embedded in institutional and organizational practices that leads to unequal outcomes for racialized people. In this class we will consider racism in various Canadian institutions including education, criminal justice, and employment.

### Required:

Wortley, Scot, and Akwasi Owusu-Bempah. 2012. "Race, Ethnicity, Crime and Criminal Justice in Canada." Pp. 11-40 in *Race, Ethnicity, Crime and Criminal Justice in the Americas*, ed. A. Kalunta-Crumpton. Palgrave Macmillan.

Covered in class:

George, Rhonda C., Reana Maier and Karen Robson. 2020. "Ignoring race: a comparative analysis of education policy in British Columbia and Ontario." *Race Ethnicity and Education* 23(2): 159-179.

### **10. Race/Ethnicity, Gender, Sexuality (June 8)**

As intersectionality has introduced, race is inextricable from gender, sexuality, and other axes of social inequality. In this class, we will take a closer look at the ways in which race, gender, and sexuality are mutually constructed and reinforced.

Required:

Abji, Salina, Anna C. Korteweg, and Lawrence H. Williams. 2019. "Culture Talk and the Politics of the New Right: Navigating Gendered Racism in Attempts to Address Violence against Women in Immigrant Communities." *Signs: Journal of Women in Culture and Society* 44(3): 797-822

Covered in class:

Glenn, Evelyn Nakao. 1999. "The Social Construction and Institutionalization of Gender and Race." Pp. 3-35 in *Revisioning Gender*, ed. M.M. Ferree, J. Lorber, and B.B. Hess. Thousand Oaks, CA: Sage.

### **DUE: Reading Response 2**

### **11. Race/Ethnicity and Health (June 10)**

Racial inequality leads to unequal physical and mental health outcomes. We will explore how race impacts health and consider how socioeconomic status and gender intersect with race to produce different effects. Given the current global COVID-19 pandemic, we will spend time in this class examining the ways in which racialized communities have been disproportionately affected by this public health crisis.

Required:

Siddiqi, Arjumand, Faraz Vahid Shahidi, Chantel Ramraj, and David R. Williams. 2017. "Associations between race, discrimination and risk for chronic disease in a population-based sample from Canada." *Social Science and Medicine* 194: 135-141.



Timothy, Roberta K. 2020. "Coronavirus is not the great equalizer – race matters." *The Conversation*.  
<https://theconversation.com/coronavirus-is-not-the-great-equalizer-race-matters-133867>

Covered in class:

Phelan, Jo C., and Bruce Link. 2015. "Is Racism a Fundamental Cause of Inequalities in Health?"  
*Annual Review of Sociology* 41: 311-330.

**12. Social Change (June 15)**

Because race and ethnicity are socially constructed, and closely linked to gender, sexuality, class, social policy, colonialism, and myriad other factors that make up our social and political worlds, they do not remain static over time. In this class we will examine how race and ethnicity, and disparities between racial and ethnic groups, change, shift, and adapt. This includes social movements such as the Civil Rights Movement, Idle No More, and Black Lives Matter.

Required:

Simpson, Leanne Betasamosake, Rinaldo Walcott, and Glen Coulthard. 2018. "Idle No More and Black Lives Matter: An Exchange." *Studies in Social Justice* 12(1): 75-89.