

**New Topics of Sociology:
Deconstructing “Muslim American”—Race, Nationalism, and Globalization
SOC394H1S
Winter 2019; Tuesdays 2-4pm**

Instructor: Professor Tahseen Shams
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Course Description

Since the 2016 U.S. presidential election, Muslim Americans have once again been cast as both threatening “outsiders” as well as examples of what makes the United States a “nation of immigrants.” What do these contestations teach us about how race, nationalism, and globalization shape immigrant identities? Taking Muslim Americans as a case study, this course will examine a range of topics, from everyday boundary-making to ongoing global politics pertaining to different Muslim groups in the United States, often drawing comparison with Muslims in other Western countries. More broadly, the course aims to unpack how various global and local/national forces shape the contours, dimensions, and meanings attached to an identity category. To that end, the course begins with some prominent sociological theories, such as intersectionality, double-consciousness, and Orientalism. We will apply these theoretical lenses to analyze issues of race, globalization, cultural citizenship, media representation, and political integration in Muslim American and immigrant experiences.

Course Objectives

The main goal of this course is to help students develop a broad understanding of the different ways in which global forces, such as international politics, globalization, and immigration, can shape individual and collective experiences on the ground. As such, while this course will be particularly helpful for students interested in contemporary geopolitics and Muslim immigrants, all students can apply what they have learned from this course to study any other population or issue related to race, nationalism, immigration, and globalization. The overall goal is to help students develop critical thinking, writing and presentation skills for communicating complex ideas.

Prerequisite

All students must have taken 1.0 SOC FCE at the 200+ level prior to enrolling in this class. Students without this prerequisite will be removed at any time discovered and without notice.

Required Readings

Readings will be made available on Quercus.

Course Evaluation

Assignments	Points (100 in total)
In-Class Presentation	30
Midterm Assignment	30
Final Paper	40

1. In-Class Presentation (30 points; Group Assignment)

For this in-class activity, students will have to give a 25-30-minute presentation on the week's assigned readings. However, they can also bring in outside examples relevant to the assigned topic. Students would need to self-sign up into groups on Quercus in the first day of class for which week they want to present. Each lecture from the second week onwards will be divided into two parts. In the first part, students will give their presentation. The students should first give an overview that tie together all the readings followed by a focused discussion on each reading in which the students should assess the strengths and weaknesses in the arguments presented. The students are free to use references of outside examples to make their case. Lastly, the students should generate 2-3 discussion questions relevant to the readings and the topic for the entire class to discuss. For this assignment, students will be graded as a group. Here are some guiding questions that each presentation should answer. Grades will be allotted based on how thoroughly the presentation answered these questions.

- What is the main argument of the piece?
- What is the overarching problem/context to which the author of the piece is responding?
- What are the strengths of the author's argument? What did you like about the reading?
- Conversely, what are the weaknesses? What did you disagree with or think could be improved?
- How does the reading relate to other topics/readings we have discussed in class?
- What are some real-life examples outside the reading to which the arguments of the reading can be applied?

2. Midterm Assignment (30 points; Individual Assignment)—Due February 11

There is no midterm test/exam in this course. Instead, each student is to submit a *critical* literature review (2 pages, double-spaced, in 12-point font) of a topic of the students' choosing but one that is related to the course materials. The reviews are required to not just give an overview or summary of the existing research on that topic, but to critically analyze the current state of research, its strengths and weaknesses. First, each student is to identify a topic related to the course that they are interested in. Second, after researching the literature on that topic, each student should identify 1-3 gaps/limitations in the literature. Third, they are to construct 1-3 original research questions that could potentially fill those research gaps. It is important that these questions are feasible—i.e., they could be conducted as a research project within 1-2 years. Fourth, in the conclusion, students are to clearly identify the method, sample population, and site that could be used to begin exploring the answers to their research questions. In summary, the midterm paper should have four main components: 1) brief overview of the literature, 2) research gaps or limitations, 3) original research questions, and 4) tentative methodology. There should be a brief references section, but it will not count towards the page-limit. I expect the

proposal to be meticulously thought-out, extremely well-written, and concise. Students should expect the evaluation standards for both the midterm and final papers to be very high. The midterm assignment is designed to help students prepare their final paper.

3. Final Paper (40 points; Individual Assignment)—Due April 1

The final assignment of the course will be a research proposal: 4-pages long (excluding references), double-spaced, in 12-point font. Students are required to submit a proposal relevant to their research interests but with some focus on a Muslim community. However, the primary focus of the research question is not required to be on Muslims or Muslim Americans. For instance, Muslims (either in Canada, the U.S. or abroad) could be a reference or comparison group with another religious and/or racialized group. However, the topic should be relevant to the course, ideally the one the students chose for their midterm paper. I encourage students to start working on this assignment early on in the semester so that they can revise and submit a polished proposal at the end of the course. I expect the proposal to be extremely well thought-out, carefully prepared, with the most pertinent information: puzzle, research gap, research question, background/context/critical review of existing literature, methods, tentative timeline, intellectual merit, and broader impact.

The purpose of this assignment is to provide students with an opportunity to think carefully and craft a research proposal that they can use to launch a project either at U of T or in graduate school. Even if students do not intend to pursue research activities or academia, this assignment will push students to succinctly summarize and present their ideas to potential sponsors/reviewing committees/employers. Moreover, in both academic and non-academic career paths, like in non-profit, there is a constant need to procure grants and funding for projects. These funding agencies almost always ask for project proposals. This assignment will teach students the craft of finding a gap, presenting one's idea as important, and writing a strong proposal.

Grades

Out of a total of 100 points, students will have to overall score the following to get the corresponding final grades.

90-100 = A+	77-79 = B+	67-69 = C+	57-59 = D+	
85-89 = A	73-76 = B	63-66 = C	53-56 = D	49 or below = F
80-84 = A-	70-72 = B-	60-62 = C-	50-52 = D-	

Course Policies

1. Attendance: Attendance is mandatory. Students are responsible for all material presented in class. Students who are unable to attend class on a given day are responsible for obtaining notes on all material covered, including lecture material and course announcements.
2. Make-Up Assignments: Students cannot make-up in-class assignments or submit late papers unless they missed the original date for reasons beyond their control (such as, illness, accidents, funerals). In these extraordinary circumstances, the student must contact me within 3 days of the missed lecture and submit proper VOI documentation, doctor's note (which MUST indicate start and anticipated end date of illness), or signed note from the college registrar. Students who

have been approved by me to take make-up assignments will do so in the next scheduled lecture day. However, the questions for the make-up may be different from those on the original date. There will be no make-up for make-up assignments. Link to VOI documentation: <https://www.economics.utoronto.ca/munro5/Verification-of-Illness-or-Injury-form-2013.pdf>.

3. How to Submit the Midterm and Final Papers: Students are to submit their papers online via Quercus **before the beginning of class (i.e., before 2pm) on February 12 (midterm) and April 2 (final). For each day the paper is late, 3 points will be deducted from the final score. I will not accept late submissions without penalty** unless for extraordinary circumstances and without documentation as outlined above. **Grades will not be reweighed** to earlier or later assignments.
4. Remarking: If you feel that your assignments were not properly evaluated, you may request a remark. But, all requests for re-grading the course assignments should be made to your TA within **one week** of the date when the assignments are returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to your TA. No re-grading requests will be considered if the request is submitted more than one week after the assignments are returned to the class. **Keep in mind that compared to the original mark, a new grade can go up, remain the same or go down.**
5. Communication: Please direct your emails and questions to the course TA. When emailing, please use your utoronto.ca address. The university tells faculty not to reply to emails that use Gmail, yahoo etc. or other web accounts. Please also include “SOC394” and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 3 business days. Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should attend office hours and/or schedule an appointment with the TA or the professor. Before emailing a routine question, please make sure the answer is not given in the syllabus. Please note that just as you would/should not email or greet your workplace boss as “Hey Boss”, beginning with “Hi Prof” is not a good idea. I would most likely not respond to those emails.
6. Making Appointments: TA office hours are by appointment only. If you would like to meet with your TA to discuss assignment feedback, course content or concerns, please contact them with 24-hour notice (via email). TAs will not hold office hours unless notified of a student’s arrival. Professor Shams has drop-in office hours on Tuesdays from 4:30-6pm.
7. Accessibility: If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.
8. Academic Integrity: Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rulebook for academic behavior at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- . Using someone else's ideas or words without appropriate acknowledgement.
- . Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- . Submitting your own work in more than one course without the permission of the instructor.
- . Making up sources or facts.
- . Including references to sources that you did not use.
- . Obtaining or providing unauthorized assistance on any assignment including:
 - Working in groups on assignments that are supposed to be individual work
 - Having someone rewrite or add material to your work while "editing"
- . Lending your work to a classmate who submits it as his/her own without your permission.

Misrepresentation:

- . Falsifying or altering any documentation required by the University, including doctor's notes.
- . Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please seek the advice of your college registrar.

9. Plagiarism: Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behavior on Academic Matters" in the Calendar of the Faculty of Arts and Science.

Class Schedule

January 8: Course Overview

January 15: Theoretical Perspectives—Double Consciousness and Intersectionality

- DuBois, W.E.B. 1903. *The Souls of Black Folk*. (The Forethought, and chapters 1 and 2)
- Bayoumi, Moustafa. 2009. *How Does It Feel to Be a Problem? Being Young and Arab in America*. New York, NY: The Penguin Press. (Preface)
- Collins, Patricia Hill. 1991. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. (Chapter 11)

January 22: Theoretical Perspectives—Orientalism and “Clash of Civilizations”

- Said, Edward. 1979. *Orientalism*. 25th anniversary edition. New York, NY: Vintage. (Preface and pp. 1-15; 26-28)
- Prashad, Vijay. 2000. *The Karma of Brown Folk*. Minneapolis: The University of Minnesota Press. (Chapter 3)
- Huntington, Samuel. 1993 (Summer). “The Clash of Civilizations?” *Foreign Affairs* 72(3).
- Lewis, Bernard. 1990 (September). “The Roots of Muslim Rage.” *Atlantic Monthly*.

January 29: Globalization, International Migration, and Islamophobia

- Barber, Benjamin. 1996. *Jihad vs. McWorld: How Globalism and Tribalism are Reshaping the World*. New York, NY: Ballantine Books. (Introduction)
- Rana, Junaid. *Terrifying Muslims: Race and Labor in the South Asian Diaspora*. Durham, NC: Duke University Press. (Introduction)
- Cainkar, Louise A. 2009. *Homeland Insecurity: The Arab American and Muslim American Experience After 9/11*. New York, NY: Russell Sage Foundation. (Chapter 3)
- Love, Erik. 2017. *Islamophobia and Racism in America*. New York, NY: New York University Press. (Chapter 1)

February 5: Contested Identities—Race, Religion, and National Identity

- Li, Qiong, and Marilyn B. Brewer. 2004. “What Does It Mean to Be an American? Patriotism, Nationalism, and American Identity After 9/11.” *Political Psychology* 25(5): 727-739.
- Ajala, Iméne. 2014. “Muslims in France and Great Britain: Issues of Secularization, Identities and Loyalties Post 9/11.” *Journal of Muslim Minority Affairs* 34(2): 123-133.
- Mishra, Sangay K. 2016. “Race, Religion, and Communities: South Asians in the Post-9/11 United States.” In *Desis Divided: The Political Lives of South Asian Americans*. Minneapolis, MN: University of Minnesota Press. (pp. 71-104)
- Gerges, Fawaz A. 2003. “Islam and Muslims in the Mind of America.” *The ANNALS of the American Academy of Political and Social Science* 588(1): 73-89.

February 12: Political Incorporation and Mobilization

- Bakalian, Amy, and Mehdi Bozorgmehr. 2009. *Backlash 9/11: Middle Eastern and Muslim Americans Respond*. Berkeley and Los Angeles, CA: University of California Press. (Chapter 8)
- Haddad, Yvonne Yazbeck. 2009. "Claiming Space in America's Pluralism: Muslims Enter the Political Maelstrom." In *Muslims in Western Politics*, edited by Abdulkader H. Sinno. Bloomington, IN: Indiana University Press. (pp. 13-34)
- Sinno, Abdulkader H. 2009. "Muslim Underrepresentation in American Politics." In *Muslims in Western Politics*, edited by Abdulkader H. Sinno. Bloomington, IN: Indiana University Press. (pp. 69-94)
- Mamdani, Mahmood. 2002. "Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism." *American Anthropologist* 104(3): 766-775.
- **Midterm Paper Due**

February 19: Reading Week; No Class

February 26: Varying Salience of Local and Global Contexts on Immigrant and Black Muslims' Experiences

- Karim, Jamillah. 2009. *American Muslim Women. Negotiating Race, Class, and Gender Within the Ummah*. New York University Press. (Chapter 1).
- Karim, Jamillah. 2005. "Between Immigrant Islam and Black Liberation: Young Muslims Inherit Global Muslim and African American Legacies." *The Muslim World* 95(4): 497-513.
- Mazrui, Ali A. 2004. "Muslims Between the Jewish Example and the Black Experience: American Policy Implications." In *Muslims' Place in the American Public Square*, edited by Zahid H. Bukhari, Sulayman S. Nyang, Mumtaz Ahmed, and John L. Esposito, 117-144. Walnut Creek, CA: Altamira Press.
- Guhin, Jeff. 2018. "Colorblind Islam: The Racial Hinges of Immigrant Muslims in the United States." *Social Inclusion* 6(2): 87-97.
- Pew Research Center. 2018. "Muslims in America: Immigrants and Those Born in the U.S. See Life Differently in Many Ways." <http://www.pewforum.org/essay/muslims-in-america-immigrants-and-those-born-in-u-s-see-life-differently-in-many-ways/>.
- Elliott, Andrea. 2007. "Between Black and Immigrant Muslims, An Uneasy Alliance." *The New York Times*, March 11. <https://www.nytimes.com/2007/03/11/nyregion/11muslim.html>.

March 5: A "Global Muslim Community" and State Borders

- Grillo, Ralph. 2004. "Islam and Transnationalism." *Journal of Ethnic and Migration Studies* 30(5): 861-878.
- Schmidt, Garbi. 2005. "The Transnational Umma—Myth or Reality? Examples from the Western Diasporas." *The Muslim World* 95: 575-586.
- Wuthnow, Robert, and Stephen Offutt. 2008. "Transnational Religious Connections." *Sociology of Religion* 69(2): 209-232.

- Abdi, Cawo. 2015. *Elusive Jannah: The Somali Diaspora and a Borderless Muslim Identity*. University of Minnesota Press. (Chapter 4).

March 12: The Question of a Muslim Panethnicity and Solidarity

- Borzorgmehr, Mehdi, Paul Ong, and Sarah Tosh. 2016. "Panethnicity Revisited: Contested Group Boundaries in the Post-9/11 Era." *Ethnic and Racial Studies* 39(5): 727-745.
- Karim, Jamillah. 2009. *American Muslim Women: Negotiating Race, Class, and Gender Within the Ummah*. New York University Press. (Chapters 2 and 3).
- Mandaville, Peter. 2011. "Transnational Muslim Solidarities and Everyday Life." *Nation and Nationalism* 17(1): 7-24.

March 19: Performing "Muslim-ness" in Everyday Life

- Shams, Tahseen. 2018. "Visibility as Resistance by Muslim Americans in a Surveillance and Security Atmosphere." *Sociological Forum* 33(1): 73-94.
- O'Brien, John. 2018. *Keeping It Halal: The Everyday Lives of Muslim American Teenage Boys*. Princeton University Press. (Chapters 1, 5, and 6).

March 26: A Comparative Look at Muslims in Western Countries

- Reitz, Jeff, Patrick Simon, and Emily Laxer. 2017. "Muslims' Social Inclusion and Exclusion in France, Québec, and Canada: Does National Context Matter?" *Journal of Ethnic and Migration Studies* 43(15): 2473-2498.
- Zolberg, Aristide, and Long Litt Woon. 1999. "Why Islam is Like Spanish: Cultural Incorporation in Europe and the United States." *Politics and Society* 27(1): 5-38.
- Gallup. 2008. "Islamophobia: Understanding Islam in the West." Accessed February 12, 2018. <http://www.gallup.com/poll/157082/islamophobia-understanding-anti-muslim-sentimentwest.aspx>.
- Polońska-Kimunguyi, Eva, and Marie Gillespie. 2016. "Terrorism discourse on French international broadcasting: *France 24* and the case of *Charlie Hebdo* attacks in Paris." *European Journal of Communication* 31(5): 568-583.
- Miera, Frauke, and Valéri Sala Pala. 2009. "The Construction of Islam as a Public Issue in Western European Countries through the Prism of the Muhammad Cartoons Controversy." *Ethnicities* 9(3): 383-408.

April 2: Final Paper Due