

**SOC497H1F: RACIAL & ETHNIC IDENTITY**  
**DEPARTMENT OF SOCIOLOGY**  
**UNIVERSITY OF TORONTO**  
**FALL 2015**

Instructor: Joshua Harold  
Office Location: 725 Spadina Ave, Room 397  
Office Hours: Mondays 11:00am – 12:00pm  
Email: josh.harold@mail.utoronto.ca  
Class Location: SS 1078  
Class Time: Monday, 12pm-2pm

**Course Description**

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This course examines the construction, maintenance, and significance of racial and ethnic identity and group organization. It covers both institutional perspectives and cognitive approaches by considering how identity is tied to individual-level processes and various political, social, and economic structures. The course attends to a wide range of theoretical issues and contextual factors implicated in identity formation including collective memory, identity politics, ethnic boundaries, and residential patterns.

**NOTE: Prerequisites**

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Prerequisites: A SOC course at the 300+ level  
Students without this prerequisite will be removed at any time they are discovered and without notice

**Attendance**

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Attendance is mandatory. Students are expected to attend every class. Students are responsible for material presented in class. If you are unable to attend class for legitimate reasons, you are expected to inform the instructor as soon as possible and to obtain information about the course as well as notes from your classmates, where possible. The course instructor will not provide class summaries or notes to students who miss class.

**Course Materials & Readings**

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It is important to do all the required readings and to come to class having read the material in advance of that class. Course readings are journal articles and are available for reading or downloading through the university's library website and/or blackboard. A couple of the readings and other materials are not available through the library website, but will be distributed by the instructor. If you need assistance accessing the readings through the university website, you are strongly encouraged to book a research consultation. This is done directly through the library (Robarts, for example).

**Course Website**

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The course website (Blackboard) can be accessed at <http://portal.utoronto.ca>. You will need a valid UTORid to access the website. On the website you will find the course syllabus, various

announcements as they are made, your grades, and other course-related materials. It is your responsibility to make sure you are up to date with course news and materials.

## **Electronic Communication**

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To ensure your emails receive a response, please note the following about email correspondence:

- Emails **MUST** be sent from your University of Toronto email account. Emails sent from other accounts (e.g., Hotmail, Yahoo, Gmail, etc.) will not receive a response.
- All emails **MUST** have the course code (e.g., SOC497) in the subject line. Emails without the course code in the subject line will not receive a response.
- All emails should contain the student's full name and student number.
- Avoid sending emails that ask for readily available information. Emails that ask for information that is provided in the course outline (e.g. "how much assignment X worth") will not receive a response.
- Every effort will be made to respond to student emails in a timely manner; however, instant or even overnight responses are not always possible. Please be patient. I will respond to emails as soon as I can – usually within 24 hours (not including weekends).

## **Course Evaluation**

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### *Course Grade Components*

1. Identity Paper (Due: October 19)	15%
2. Term Paper (Due: November 23)	35%
3. Overviews/Discussion	15%
4. Participation	10%
5. In-class Test (December 7)	25%

### **Race/Ethnic Identity Reflection Paper: 15%**

For this paper, you are asked to write a critical reflection piece on the topic of your racial and/or ethnic identity and how your identity connects to political, economic, or social issues. Your reflection paper can address any wide range of issues that are relevant to your personal experience with race and ethnicity, including the development of your racial/ethnic identity, experiences with discrimination or prejudice, assimilation and/or belonging, power and privilege, daily experience, etc. The idea is for you to make connections between the personal and the structural. Your reflection paper requires a minimal amount of research, however, the connections you make between the personal and the structural need to be well informed. Hence, you will have to apply course ideas and concepts to your personal experiences. You should use 2-3 scholarly sources (not from course material) in your reflection paper. The sources can be books, articles, or book chapters. Sources should be cited using ASA citation style. Your reflection paper should be 4-5 typed pages, double-spaced, 12-point font, with 1" margins. You must submit a hard copy of your paper at the beginning of class on the due date.

**Term Paper: 35%**

The term paper should be around 10-12 pages in length, double-spaced, 12-point font, with 1” margins. For this assignment, you may write a research paper or analytical paper on a topic related to this course that is of particular interest to you. You are encouraged to discuss your topic with the instructor in advance of writing to ensure it is appropriate for the course. Your term paper should advance a cogent argument and provide an insightful, critical, and detailed analysis of the topic. You must use at least 10 scholarly sources for your paper, only 3 of which can be from course readings. Scholarly sources include peer-reviewed journal articles, books, and book chapters. Sources should be cited using ASA citation style. Magazines and newspapers do not constitute scholarly sources for the purpose of this assignment. You must submit a hard copy of your paper at the beginning of class on the due date. You will be graded on:

- The quality and complexity of your argument
- The degree of original thinking, clarity, complexity, and insight
- The depth and quality of your analysis
- The application and use of evidence/sources to support your claims
- The organization, style, and grammar of your writing

**Overview and Discussion: 15%**

Each student will be responsible for leading class discussion on assigned days based on the reading for that day. The number of presentations will be determined by the number of readings / number of students enrolled in the class, however, the number of overviews each student will do will not exceed two (2). These days will be arranged with the instructor and assigned at the beginning of the term. The overviews will provide a starting point for our weekly discussions. Your overview will summarize the main points/arguments/theories of the readings, define key concepts, identify problems with the analysis, identify how it relates to other course material, and any other critical points. Additionally, each student will provide two (2) discussion questions for the class to discuss. On the day of your overview, you should include a 1 page handout with key points for the class.

**Participation/Attendance: 10%**

This is an advanced-level undergraduate class and the course is designed as a seminar. Attendance is therefore mandatory. Students are expected to attend every class and to come to class prepared to discuss the readings and engage in class discussion. Participation will be evaluated through quantity and quality of verbal participation in class discussions.

**In-class Test: 25%**

There will be one in-class test at the end of the term.

**Plagiarism**

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Any form of cheating and misrepresentation will not be tolerated. Be careful to avoid plagiarism. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. To avoid any confusion about plagiarism, you should familiarize yourself with the Academic Handbook and the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and

Science. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document.

### **Deadlines & Late Assignments**

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All students are expected to submit a hard copy of their assignment at the beginning of class on the due date. Late work will not be accepted unless proper documentation is provided from your physician or college registrar. In case of illness, you **MUST** submit a Verification of Student Illness or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). This form may only be completed by a physician, surgeon, nurse practitioner, dentist or clinical psychologist. **NO other medical documentation will be accepted. A doctor's note is NOT sufficient.** Submit the form to the instructor in a sealed envelope addressed to the instructor, in class or during the instructor's office hours. If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar of a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work during class or during the instructor's office hours.

### **Missed Tests**

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Students who miss a test will receive a grade of zero; **UNLESS** within 48 hours (2 days) of the missed test, students who wish to write a make-up test apply to do so by submitting a written request to the instructor that explains why the test was missed, accompanied by proper medical documentation (Verification of Student Illness or Injury form). A written request **MUST** include the name, student number, telephone number, and email address of the student so that the date, time, and place of the make-up test can be communicated to the student. Under no circumstances will a make-up test be granted without proper documentation from a physician or college registrar. The make-up test will be the last opportunity to write the test, even if valid documentation can be provided. 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 the course.

### **Accessibility and Accommodations**

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If you require accommodations or have any accessibility concerns, please contact Accessibility Services at (416) 978-8060 or visit their website [www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca)

### **COURSE SCHEDULE:**

Every effort will be made to follow the schedule outlined below; however, some changes may be needed and will be made at the discretion of the instructor.

#### **September 14**

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- Overview of course themes, assignments, tests, and expectations
- Introduction to racial & ethnic identity

### **September 21: Concepts & Perspectives**

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Nagel, Joane. 1994. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." *Social Problems* 41(1):152-176.

Brubaker, Rogers and Frederick Cooper. 2000. "Beyond Identity." *Theory and Society* 29:1-47.

Jenkins, Richard. 1994. "Rethinking Ethnicity: identity, categorization and power." *Ethnic and Racial Studies* 17(2): 197-223.

Shiao, Jiannbin Lee, Thomas Bode, Amber Beyer, and Daniel Selvig. 2012. "The Genomic Challenge to the Social Construction of Race." *Sociological Theory* 30(2):67-88

### **September 28: Collectivities & Panethnicity**

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Okamoto, Dina. 2003. "Toward a Theory of Panethnicity: Explaining Asian American Collective Action." *American Sociological Review* 68(6):811-842.

Lopez, David and Yen Espiritu. 1990. "Panethnicity in the United States: a theoretical framework." *Ethnic and Racial Studies* 13(2):198-224

Brown, Hana and Jennifer Jones. 2015. "Rethinking Panethnicity and the Race-immigration Divide: An Ethnoracialization Model of Group Formation." *Sociology of Race and Ethnicity* 1(1):181-191.

### **October 5: Identity-Making Processes**

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Brubaker, Rogers, Mara Loveman, and Peter Stamatov. 2004. "Ethnicity as Cognition." *Theory and Society* 33:31-64

Howard, Judith. 2000. "Social Psychology of Identities." *Annual Review of Sociology* 26:367-93

Tsang, A. Ka Tat, Howard Irving, Ramona Alaggia, Shirley Chau, and Michael Benjamin. 2003. "Negotiating Ethnic Identity in Canada: The Case of the 'Satellite Children'" *Youth & Society* 34(3): 359-384.

### **October 12: NO CLASS (THANKSGIVING)**

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No new readings

### **October 19: Ethnic Boundaries (IDENTITY REFLECTION PAPER DUE)**

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Alba, Richard. 2005. "Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States." *Ethnic and Racial Studies* 28(1):20-49

Harold, Joshua. 2015. "Institutionalizing Liminality: Jewish Summer Camps and the Boundary Work of Camp Participants." *Sociology of Race and Ethnicity* 1(3):439-453.

Wimmer, Andreas. 2008. "Elementary strategies of ethnic boundary making." *Ethnic and Racial Studies* 31(6): 102-1055.

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### **October 26: Dominant Identity & Whiteness**

McIntosh, Peggy. 1989. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom* (July-August):10-12.

Doane Jr., Ashley W. 1997. "Dominant Group Ethnic Identity in the United States: The Role of "Hidden" Ethnicity in Intergroup Relations." *The Sociological Quarterly* 38(3):375-397.

Bannerji, H. 2000. "The Paradox of Diversity: The Construction of a Multicultural Canada and "Women of Color"." *Women's Studies International Forum*, 23(5), 537-560.

McDermott, Monica and Frank Samson. 2005. "White Racial and Ethnic Identity in the United States." *Annual Review of Sociology* 31:245-261.

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### **November 2: Collective Memory**

Eyerman, Ron. 2004. "The Past in the Present: Culture and the Transmission of Memory", *Acta Sociologica*, 47(2): 159-169.

Zerubavel, Eviatar. 1996. "Social Memories: Steps to a Sociology of the Past", *Qualitative Sociology*, 19(3): 283-299

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### **November 9: NO CLASS (FALL BREAK)**

No new readings

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### **November 16: Prejudice & Discrimination**

Tavory, Iddo. 2010. "Of yarmulkes and categories: Delegating boundaries and the phenomenology of interactional expectation." *Theory and Society* 39: 49-68

Peek, Lori. 2005. "Becoming Muslim: The Development of a religious Identity." *Sociology of Religion* 66(3):215-242.

Way, Niobe, Maria G. Hernandez, Leoandra Onnie Rogers, and Diane L. Hughes. 2013. "I'm Not Going to Become No Rapper: Stereotypes as a Context of Ethnic and Racial Identity Development." *Journal of Adolescent Research* 28(4):407-430.

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### **November 23: Structure, Ecology, and Identity (TERM PAPERS DUE)**

Massey, Douglas S. and Nancy A. Denton. 1998. *American Apartheid*. Cambridge: Harvard University Press. (\*Selections\*)

Anderson, K. 1991. *Vancouver's Chinatown: Racial Discourse in Canada, 1875-1980*. Montreal, McGill-Queen's University Press (\*Selections\*)

Hechter, Michael. 1978. "Group Formation and the Cultural Division of Labor." *American Journal of Sociology* 84(2):293-318.

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**November 30: Politics**

Bernstein, Mary. 2005. "Identity Politics." *Annual Review of Sociology* 31:47-74.

Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review* 60:947-965.

Burman, Jenny. 2001. "Masquerading Toronto Through Caribana: Transnational Carnival Meets the Sign "Music Ends Here" *Identity* 1(3):273-287.

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**December 7: IN-CLASS TEST [25%]**

No new readings