



Sociology UNIVERSITY OF TORONTO

SOC6209H – Ethnicity III: Race and Ethnicity in Canada

Summer 2022

Mondays and Wednesdays (10am to 1pm)

via Zoom (linked and passcode available via Quercus)

Instructor: Dr. Jennifer Adese

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Virtual Office Hours: Mondays and Wednesdays by appointment

Course Description

We begin by acknowledging this land on which the University of Toronto operates. The land on which we gather is part of the Treaty Lands of the Mississaugas of the Credit. For more information please visit the Mississaugas of the Credit's webpage: <http://mncfn.ca/media-communications/treaty-lands-and-territory-recognition-statements>. It is also the traditional territory of the Huron-Wendat and the Seneca. This “meeting place” or “carrying place” is still the home to many Indigenous people from across what these Indigenous nations refer to in English as “Turtle Island.” For more information on University of Toronto's "Statement on Acknowledgement of Traditional Land" please visit <https://memos.provost.utoronto.ca/statement-of-acknowledgement-of-traditional-land-pdad-72>.

Canadian national identity has often been constructed in such a manner as to reject the notion that it is underpinned by an entrenched racial ideology. Scholars, politicians, and everyday people position Canada and Canadian identity as tolerant, diverse, multicultural, and free from the “race problems” that have plagued American unity and contemporary identity. Yet this is hardly an accurate picture of Canadian history or contemporary reality. Canada’s sense of its national identity has been undoubtedly framed through careful and strategic planning that in its earliest stages was anchored in delineating certain people as “insiders” to Canadian national identity, certain people as “outsiders” to be excluded, and certain people as “internal outsiders” to be internally managed – a triad of ordering that continues to this day. This theory-based course therefore examines how race has been constructed over time, the attending role of racial discourse, racialization, and racism in the landscape of Canadian nation-building, and the complex intersections of race, sex, gender, ability, and class. We will discuss the distinct character of Canadian state articulations of race, its changing shape, peoples’ responses and resistances to race and racist systems of exclusion, and how theory has linked to practice.

Course Learning Objectives and Outcomes

By the end of this course, you will be able to:

- Use the concepts of "race," "racialization," and "racism" to explain the nature of human-Canadian state relations

- Explain why the notions of race, racialization, and racism are important for understanding the historical and contemporary construction of Canadianness
- Enhanced public speaking ability honed through a dialogical classroom environment
- Expanded skills as they pertain to anti-racist analyses, using research to help make the implicit explicit (including library, web-based research, academic reading, writing, and referencing)
- Enhanced multimodal learning skills, including the critical analysis of visual, aural, and written texts

Required Course Texts and Materials

- Selected films and readings (available through Quercus, via NFB, and through the U of T Library catalogue)

Course Requirements – Summary

<u>Type</u>	<u>Description</u>	<u>Date due</u>	<u>Weight</u>
Assignment	Paper Proposal/Abstract & Draft Bibliography	May 11 th	15%
Assignment	Paper Presentation & Draft Paper Outline	May 30 th (or June 1 st if needed)	25%
Assignment	Seminar Participation	Ongoing	20%
Assignment	Final Paper	June 8 th	40%

Course Requirements – Detailed

Paper Proposal/Abstract & Draft Bibliography

(15%)

Due Date: May 11, 2022

- Choose a topic that relates to one of the weekly thematic areas or readings. It may be as close to the topic discussed in the readings, or it may be related to them and inspired by them. You can use the readings as a catalyst to develop your own project in relation to the wider thematic area and as it pertains to the course topics.
- In 250 words, you should identify the topic you tentatively plan to address and then offer specific context for your paper, demonstrating what kinds of material/sites you intend to examine, before stating what you think your primary argument will be.
- You will then provide a list of 10 sources with at least 2 coming from course materials, at least 4 from scholarly, peer-reviewed academic journals or peer-reviewed books, and 4 additional academic and/or non-academic sources. For each source you must provide full citation information.

Paper Presentation & Draft Paper Outline

(25%)

Due Date: May 25, 2022 (if needed due to enrolment numbers – some students may also present on May 30, 2022)

- Students will give a presentation 20-minute presentation based on their proposed research paper topic. The presentation should provide a clear description of the context of study, theoretical framework, and key arguments developed to date.
- Following the presentations, students are expected to critically engage each other's work by asking questions and elaborating arguments. This form of "peer review" will mimic a

conference presentation and give students an opportunity to receive constructive feedback in a supportive environment.

- The goal is to help improve the quality of your final paper through the academic peer review process.
- In addition, students are to submit a draft 1 page essay outline within 24 hours after the presentation (May 26 or May 31) which will comprise 5% of the overall grade.

Final Paper

(40%)

Due Date: June 8, 2022

Late Penalty: 10% per day late (including weekends)

Length: 10-12 double-spaced pages

- This conference-length paper (10-12 pages) is the major paper for the course. Your papers should grow from your interest in and engagement with the course and build on the topic presented on during your research presentation.
- The essay should include: a thesis statement, introduction, body of content paragraphs, conclusion, footnotes or endnotes, works cited in ASA (or another citation method relevant to your disciplinary home), and lastly, an appendix for any pictures, tables or charts included in the essay.

Seminar Participation

Due Date: Ongoing

(20%)

Seminars are a collaborative learning environment in which everyone bears a responsibility to facilitate the participation of all group members. Our classroom should function as an open and welcoming environment – one that values and respects each student’s unique contribution.

- This component of your grade is based on attendance; demonstrated grasp of the weekly readings/film subjects; effort to engage fully with the subject and readings; and the quality of the critical assessment offered in class. This includes raising important questions, detecting gaps in the discussion, and making links with other sections of the course.
- An “A” for participation is awarded to students who attend all or almost all classes, demonstrate an awareness of the issues in the readings, and participate actively. Attending all classes but staying silent, infrequently attending seminar, or attending seminar but leaving early/arriving late on a regular basis, will not produce a good participation grade.
- In other words, it is the quality of your interventions more than the quantity that matters but attendance is nevertheless a critical part of the course, for good discussions can only occur if people attend class regularly and are prepared (that is, you have done the readings in advance and come to class prepared to discuss, raise questions, etc.). You are always welcome to discuss your participation in the seminar with me.

Class/Seminar Format

The course is a mixture of reading, films, and discussion. Class discussions and collaborative learning will allow you to explore your ideas and provide a space for everyone to participate in active, critical, and thoughtful discussion and debate in a respectful manner.

Penalty for Lateness Clause

Late assignments be docked 5% (from 100%) per day late (including weekends).

Academic Integrity Clause

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well:

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>). According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "*to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.*"

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and *Code of Student Conduct* (<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more

advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. Additional information and reports on Equity and Diversity at the University of Toronto is available at <http://equity.hrandequity.utoronto.ca>.

Course Schedule

please note that readings may change prior to the start of class – see Quercus for current syllabus in the week prior to the class start date

May 2nd – Theorizing Race, Racialization, and Racism

In class: <https://www.pbs.org/video/the-origin-of-race-in-the-usa-wbm41s/> (9 mins)

- Maria Castagna and George J. Sefa Dei – “An Historical Overview of the Application of the Race Concept in Social Practice” (19-37)
- Michael Omi and Howard Winant – “Racial Formation” (53-76)

Recommended but not required:

- Vic Satzewich – “Race, Racism, Racialization: Contested Concepts” (25-45)

May 4th – Race at the Meeting Point of Discourse, Power, and Representation

- Stuart Hall – “The West and the Rest: Discourse and Power” (276-318)
- Edward Said – “Imaginative Geography and Its Representations: Orientalizing the Gaze” (16-35)

Recommended but not required:

- Jan Nederveen Pieterse - "Savages, Animals, Heathens, Races" (30-51)

May 9th – Gendering Race, Racialization, and Racism

- Video: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Enakshi Dua - "Exploring Articulations of 'Race' and Gender: Going Beyond Singular Categories" (175- 196)
- Robyn Maynard - "Misogynoir in Canada: Punitive State Practices and the Devaluation of Black Women and Gender-Oppressed People" (131-158)

Recommended but not required:

- Meyda Yeğenoğlu - "Veiled Fantasies: Cultural and Sexual Difference in the Discourse of Orientalism" (542-565)

May 11th – Discursive Power and Indigenous Dispossession

- Emma LaRocque - "Dehumanization in Text" (37-58)
- Darryl Leroux – “‘We’ve been here for 2,000 years’: White settlers, Native American DNA and the phenomenon of indigenization” (80-100)

Recommended but not required:

- Kim Tallbear - "DNA, Blood, and Racializing the Tribe" (81-99)
- Daniel Francis - "The Imaginary Indian" (11-60)
- Jocelyn Thorpe - "Tangled Wild" (11-31)

May 16th – Drawing Borders on the Turtle's Back: Canadian Immigration Policy

In class: Historica Canada – *The Last Best West* (2 mins)

- Daiva Stasiulis and Radja Jhappan - "The Fractious Politics of a Settler Society: Canada" (95-131)
- Sarah-Jane (Saje) Mathieu - "Drawing the Line: Race and Canadian Immigration Policy" 22-60

Recommended but not required:

- Angus McLaren - "Stemming the Flood of Defective Aliens" (189-204)
- Yahya El-Lahib – “The Inadmissible ‘Other’: Discourses of Ableism and Colonialism in Canadian Immigration” (209-228)

May 18th – Placing, Moving, and (Re)Moving "Races" within the Nation

- Sherene Razack - "When Place Becomes Race" (1-20)
- Jennifer Nelson - "The Space of Africville" (211-232)

Recommended but not required:

- "The End of Hogan's Alley - Part I" (1-6)
- Rinaldo Walcott - "'A Tough Geography': Towards a Poetics of Black Space(s) in Canada" (277-288)
- David G. Burley - "Rooster Town: Winnipeg's Lost Métis Suburb, 1900-1960" (3-25)

May 25th – The Health of the Nation: Race and Eugenics

- Angus McLaren - "Public Health and Hereditarian Concerns" (28-45)
- Karen Stote - "The Coercive Sterilization of Aboriginal Women in Canada" (117-150)

Recommended but not required:

- Richard Matthews – “Health Ethics and Indigenous Ethnocide” (827-834)
- Emily J. Hutcheon and Bonnie Lashewicz – “Tracing and troubling continuities between ableism and colonialism in Canada” (695-714)
- “Impacts of COVID-19 in Racialized Communities” – https://rsc-src.ca/sites/default/files/RC%20PB_EN%20FINAL_0.pdf#page=57
- Eugenics Archive - <http://eugenicsarchive.ca>

May 30th – Legalizing Race: Racial Categories and (Un)Lawful Treatment

- Constance Backhouse - "Introduction" (1-17)

- Robyn Maynard - "Misogynoir in Canada: Punitive State Practices and the Devaluation of Black Women and Gender-Oppressed People" (131-158)
- Jim Rankin – “Excuse me officer, why are you stopping me?” - http://www.thestar.com/news/gta/known_topolice2013/2013/09/27/excuse_me_officer_why_are_you_stopping_me.html

June 1st – Imagining the Hyphen-Nation: Or Why Multiculturalism Can't Fix Everything

- M. NourbeSe Philip - "Why Multiculturalism Can't End Racism" 181-186
- Himani Bannerji - "On the Dark Side of the Nation 87-122
- Minelle Mahtani - "Interrogating the Hyphen-Nation: Canadian Multicultural Policy and 'Mixed Race' Identities" 67-90

Recommended but not required:

- Himani Bannerji - "The Paradox of Diversity: The Construction of a Multicultural Canada and 'Women of Colour'" 15-57