

## **SOC210H1F: Sociology of Race and Ethnicity**

Instructor: Dr. Yukiko Tanaka  
Department of Sociology  
University of Toronto  
Fall 2023

**Time and Location:** Thursdays 11:10-13:00

**Office Hours:** Thursdays 15:00-16:00 on Zoom or by appointment

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**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 the Mississaugas of the Credit. 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 race and ethnicity, I encourage students to critically reflect on what this statement of acknowledgement means to you in your social location. How have historical and contemporary waves of white and non-white migration and settlement contributed to the continuing dispossession of Indigenous peoples and lands? How have Indigenous people and newcomers been racialized in relation to each other? What is your relationship to these dynamics?

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 spatiality, gender, environmental racism, and state violence. 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 SOC100H prior to enrolling in this class. Students without this prerequisite will be removed at any time discovered and without notice.

## 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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	<b>Due</b>	<b>Weight</b>
In-Class Assignments	Ongoing	10%
Critical News Analysis	Oct 6	15%
Film Review	Nov 3	20%
Research Essay	Dec 1	25%
Final Exam	TBD	30%

### **In-Class Assignments – 10%**

These short reflective assignments will be completed in class on Weeks 2-11. They are meant to be low-stakes ways for you to engage more deeply with class materials. Depending on the assignment, they may be completed individually or in small groups. You may submit these assignments on paper or online before leaving the classroom.

Each in-class assignment is worth 2%, so you need to complete 5 assignments to make up the full 10%. There are 10 opportunities to complete the assignments, so do not worry if you have to miss class on occasion. If you complete more than 5 assignments, I will keep the top 5 scores. There will be no opportunities to make up missed assignments.

### **Critical News Analysis – 15%**

In this short essay, you will choose a recent news article pertaining to an issue in race/ethnicity in Canada. You will connect this article to at least two scholarly sources – one can be a course reading. This essay will be a maximum of 2 double spaced pages in length. More details will be provided in class.

### **Film Review – 20%**

For the film review essay, you will choose one of two films: *There's Something in the Water* or *nîpawistamâsowin: We Will Stand Up*. You will critically analyze your chosen film using the course readings and other scholarly sources. This essay will be a maximum of 2 double-spaced pages in length. More details will be provided in class.

### **Research Essay – 25%**

In this essay, you will select an issue in race and ethnicity and write a critical research essay exploring a clearly articulated stance on that issue. Then, you will profile an organization, social movement, or

network that is working to create change in your chosen issue. This essay will be 3-4 double spaced pages in length. More details will be provided in class.

### **Final Exam – 30%**

The final exam will be comprehensive and comprised of short answer and essay questions. The final exam will be scheduled by the Faculty of Arts and Science during the final exam period.

### **Course Policies**

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**Course Readings:** All course readings will be made available on Quercus. Students are responsible for completing the readings before class and coming to class prepared to discuss.

**Course Communication:** The Quercus discussion boards are available as a space to connect with myself, the TA, and fellow students regarding the course material and assignments. If you need help understanding the course material or the assignment requirements, please post your question on Quercus so that the class can benefit from the answers. If your question is sensitive in nature or you don't get a satisfactory answer on Quercus, you may also email me or the TA directly, or attend my office hours on Zoom on Thursdays 3-4pm.

**Community Agreement:** During the first class, we will collaboratively draft and sign on to a Community Agreement that establishes a code of conduct and guidelines on how we will maintain a collegial classroom environment, including how we will respectfully engage in discussions of sensitive topics like racism, xenophobia, violence, and discrimination. If a conflict arises, we will refer back to the Community Agreement to resolve it. As such, all students are expected to familiarize themselves with the Community Agreement and abide by it at all times.

**Accessibility:** The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please visit <http://studentlife.utoronto.ca/as> or email [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) as soon as possible. For specific COVID-19 related accessibility concerns, please visit <https://www.studentlife.utoronto.ca/as/covid-19-updates>.

**Absence Declaration:** Starting in the 2023-2024 school year, students in participating divisions may use the ACORN Absence Declaration Tool to declare an absence once per academic term (e.g., the fall term) for a maximum period of seven (7) consecutive calendar days. The seven-day declaration period can be retroactive for up to six (6) days in the past, or proactive, up to six (6) days in the future. The ACORN Absence Declaration Tool cannot be used to seek academic consideration for any matters that requires a petition such as missing a final exam or final assessment. 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 if a crisis is interfering with your studies). **In addition to this declaration, you are responsible for contacting me to request the academic consideration you are seeking.** Please consult the Faculty of Arts and Sciences policy on student absences for more information: <https://www.artsci.utoronto.ca/current/academics/student-absences>

**Late Assignments:** Late assignments 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. However, I strongly encourage you to reach out **before** the due date and ask for an extension if you need one.

**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.

**Plagiarism Detection Tool:** Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Students are permitted, under our conditions of use, to opt-out of using the University's plagiarism detection tool. To opt out, students must inform the instructor at the beginning of the term. Students who choose to opt out must provide, along with their finished paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts, etc.) to establish that the paper they submit is truly their own.

**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>

**Generative Artificial Intelligence:** Students may choose to use generative artificial intelligence tools (e.g. ChatGPT) as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Failure to do so will be considered a matter of academic integrity and will be dealt with accordingly.

**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/>

## Class Schedule and Readings

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Students are expected to complete the required readings ahead of class and be prepared to discuss the main themes and findings. Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

### 1. Introducing Race and Ethnicity (Sept 7)

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.

## Part I: Theorizing Race

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### 2. Searching for a Theory of Race (Sept 14)

Winant, Howard. 2000. "Race and Race Theory." *Annual Review of Sociology* 2:169–85.

Golash-Boza, Tanya. 2016. "A Critical and Comprehensive Sociological Theory of Race and Racism." *Sociology of Race and Ethnicity* 2(2):129–41. doi: [10.1177/2332649216632242](https://doi.org/10.1177/2332649216632242).

### 3. Race and Colonialism (Sept 21)

Su Rasmussen, Kim. 2011. "Foucault's Genealogy of Racism." *Theory, Culture & Society* 28(5):34–51. doi: [10.1177/0263276411410448](https://doi.org/10.1177/0263276411410448).

Monaghan, Jeffrey. 2013. "Settler Governmentality and Racializing Surveillance in Canada's North-West." *Canadian Journal of Sociology* 38(4):487–508. doi: [10.29173/cjs21195](https://doi.org/10.29173/cjs21195).

### 4. Race and Gender (Sept 28)

Crenshaw, Kimberle. 2016. "The urgency of intersectionality." <https://www.youtube.com/watch?v=akOe5-UsQ2o>

Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2nd edition. New York: Routledge. **Chapter 10: US Black Feminism in Transnational Context.**

### 5. Race and Space (Oct 5)

Robinson, Cedric J. 2021. *Black Marxism, Revised and Updated Third Edition: The Making of the Black Radical Tradition*. Chapel Hill: University of North Carolina Press. **Chapter 1: Racial Capitalism: The Nonobjective Character of Capitalist Development.**

Dorries, Heather, David Hugill, and Julie Tomiak. 2022. "Racial Capitalism and the Production of Settler Colonial Cities." *Geoforum* 132:263–70.

### **Critical News Analysis due – Oct 6**

## **Part II: Operations and Structures of Race and Racism**

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### **6. Historical Race and Ethnic Relations in Canada (Oct 12)**

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

Backhouse, Constance. 1999. *Colour-Coded: A Legal History of Racism in Canada, 1900-1950*. Toronto: Osgoode Society for Canadian Legal History by University of Toronto Press. **Chapter 5**.

### **7. Contemporary Race and Ethnic Relations in Canada (Oct 19)**

Banting, Keith, and Debra Thompson. 2021. "The Puzzling Persistence of Racial Inequality in Canada." *Canadian Journal of Political Science* 54(4):870–91. doi: [10.1017/S0008423921000585](https://doi.org/10.1017/S0008423921000585).

Phung, Malissa. 2011. "Are People of Colour Settlers Too?" Pp. 289–98 in *Cultivating Canada: Reconciliation through the Lens of Cultural Diversity*, edited by A. Mathur, J. Dewar, and M. DeGagne. Ottawa: Aboriginal Healing Foundation.

### **8. Environmental Racism (Oct 26)**

Pulido, Laura. 2015. "Geographies of Race and Ethnicity 1: White Supremacy vs White Privilege in Environmental Racism Research." *Progress in Human Geography* 39(6):809–17.

Page, Elliot and Ian Daniel. 2019. *There's Something in the Water*. Two Weeks Notice.

### **9. State Violence (Nov 2)**

Razack, Sherene H. 2020. "Settler Colonialism, Policing and Racial Terror: The Police Shooting of Loreal Tsingine." *Feminist Legal Studies* 28(1):1–20.

Hubbard, Tasha. 2019. *nîpawistamâsowin: We Will Stand Up*. Toronto: National Film Board of Canada.

### **Film Review Due – Nov 3**

## **Part III: Social Change**

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### **10. Change from Above: The State and Social Change (Nov 16)**

Matsunaga, Jennifer. 2021. "Carefully Considered Words: The Influence of Government on Truth Telling about Japanese Canadian Internment and Indian Residential Schools." *Canadian Ethnic Studies* 53(2):91–113.

Dobbin, Frank, and Alexandra Kalev. 2018. "Why Doesn't Diversity Training Work? The Challenge for Industry and Academia." *Anthropology Now* 10(2):48–55. doi: [10.1080/19428200.2018.1493182](https://doi.org/10.1080/19428200.2018.1493182).

### **11. Change from Below: Social Movements (Nov 23)**

Maynard, Robyn, and Leanne Betasamosake Simpson. 2022. *Rehearsals for Living*. Toronto: Alfred A. Knopf Canada. **Intro and Chapter 4.**

### **12. Optional Final Review (Nov 30)**

No readings. In this student-driven class we will review key concepts from the course and discuss expectations for the final exam.

**Research Essay Due – Dec 1**

**Final Exam – date TBD**