

SOC210H1S: Sociology of Race and Ethnicity

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University of Toronto
Summer 2022

Time and Location: Mondays and Wednesdays 15:10-17:00 on Zoom

Office Hours: Wednesdays 11:00-12:00 EST 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 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 SOC100H prior to enrolling in this class. Students without this prerequisite will be removed at any time discovered and without notice.

Learning Objectives

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

	Due	Weight
Discussion Board Posts	Ongoing	10%
Critical News Analysis	July 11	15%
Term Test #1	July 20	25%
Research Essay	August 3	25%
Term Test #2	August 15	25%

Discussion Board Posts – 10%

Please make at least one post on the discussion board before class. These posts are meant to help you think critically about the readings and come to class prepared. These posts should be about 100-200 words and can be in the form of a question, a reply to a classmate’s post, or simply some thoughts that came to you while reading. It does not need to be polished – the goal is to get you thinking and writing about the course materials.

Here are some questions to guide your thinking:

- What did you find most interesting in the readings?
- What did you have trouble understanding in the readings?
- What are lingering questions in your mind after completing the readings?
- Is there a news article, YouTube clip, podcast, or other media you can share that relates to the readings?
- Is there a concept you learned in different course that helped you better understand the readings?

Each post is worth 1% (pass/fail) up to a maximum of 10%. You may post multiple times per week, but you will only get credit for one post. To get credit for your post, you must submit before class: Mondays or Wednesdays at 15:00. You will not be able to get credit for late posts. All posts must adhere to the Community Agreement.

Critical News Analysis – 15%

In this short essay, you will choose a recent news article pertaining to racial discrimination in Canada. You will connect this article to at least two scholarly sources – one can be the course textbook. 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 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.

Term Tests – 25% each

There will be two term tests. Test #1 is on July 20 and covers material from Classes 1-5. Test #2 is on August 15 and covers material from Classes 7-11. Tests will consist of short answer and essay style questions. You can choose any 2-hour window on the day of the test to write, from 12:00 am to 11:59 pm.

Course Policies

Course Textbook: All required readings come from the course textbook, *“Race” and Ethnicity in Canada: A Critical Introduction (5e)*, by Vic Satzewich and Nikolas Lioudakis. Ebooks and physical copies are available through the U of T Bookstore. Recommended readings will be posted to Quercus.

Course Attendance: This course will incorporate in-class discussion; therefore, part of your learning experience will be through attendance in class. However, if you are unable to attend, a recording of the class will be available.

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 Wednesdays 11:00-12:00 EST.

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.

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 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. If a personal or family crisis prevents you from meeting a deadline, you must have your college registrar email me (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.** You will be notified by the University if this policy changes.

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>

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

Students are expected to do 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.

Required readings are in the course textbook. Recommended readings are posted on Quercus.

1. Introduction to Race and Ethnicity – July 4

No readings. Please review the syllabus and post an introduction on the discussion board.

2. Concepts of Ethnicity and “Race” – July 6

Required: Satzewich and Liodakis Chapter 1

Recommended:

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.

3. Theories of Ethnicity and “Race” – July 11

Required: Satzewich and Liodakis Chapter 2

Recommended:

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

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

4. The Dynamics of Nation-Building – July 13

Required: Satzewich and Liodakis Chapter 3

Recommended:

Mackey, Eva. 1999. *The House of Difference: Cultural Politics and National Identity in Canada*. New York: Routledge. **Chapter 1.**

Thobani, Sunera. 2007. *Exalted subjects: Studies in the making of race and nation in Canada*. Toronto: University of Toronto Press. **Chapter 1.**

5. Indigenous and Settler Relations – July 18

Required: Satzewich and Liodakis Chapter 8

Recommended:

Phung, Malissa. 2011. "Are People of Colour Settlers Too?" Pp. 289-297 in *Cultivating Canada: Reconciliation through the Lens of Cultural Diversity*, ed. A. Mathur, J. Dewar, M. DeGagne. Ottawa, ON: Aboriginal Healing Foundation.

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

6. Test #1 – No Class – July 20

You can take Test #1 during any 2-hour period between 12:00am and 11:59pm.

7. Immigration and the Canadian Mosaic – July 25

Required: Satzewich and Liodakis Chapter 4

Recommended:

Boyd, Monica, and Michael Vickers. 2017. "Immigration Trends and Integration Issues: More than a Century of Change. Pp. 155-172 in *Social Inequality in Canada: Dimensions of Disadvantage*, edited by E. Grabb et al. Toronto: Oxford University Press.

Immigration, Refugees and Citizenship Canada. Annual Report to Parliament on Immigration 2020. <https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/annual-report-2020-en.pdf>

8. Social Inequality and Intersections of Ethnicity, Class, Gender – July 27

Required: Satzewich and Liodakis Chapter 5

Recommended:

Stasiulis, Daiva, and Abigail Bakan. 2003. *Negotiating citizenship : Migrant women in Canada and the global system*. New York: Palgrave Macmillan.

9. Diversity, Multiculturalism, and Quebec Interculturalism – August 3

Required: Satzewich and Liodakis Chapter 6

Recommended:

Mackey, Eva. 1999. *The House of Difference: Cultural Politics and National Identity in Canada*. New York: Routledge. **Chapter 3.**

Haque, Eve. 2018. “Language, Race, and the Impossibility of Multiculturalism.” Pp. 259-274 in *Race & Racialization: Essential Readings, Second Edition*, eds. T. Das Gupta et al. Toronto: Canadian Scholars’ Press.

10. Racism – August 8

Required: Satzewich and Liodakis Chapter 7

Recommended:

Maynard, Robyn. 2020. “Police Abolition/Black Revolt.” *Topia: Canadian Journal of Cultural Studies* 41: 70-78.

Oreopoulos, Philip. 2011. “Why Do Skilled Immigrants Struggle in the Labor Market? A Field Experiment with Thirteen Thousand Resumes.” *American Economic Journal: Economic Policy* 3(4):148–71.

11. Transnationals or Diasporas? – August 10

Required: Satzewich and Liodakis Chapter 9

Recommended:

Coleman, Daniel. 2016. “Indigenous place and diaspora space: of literalism and abstraction.” *Settler Colonial Studies* 6(1): 61-76.

12. Test #2 – No Class – August 15

You can take Test #2 during any 2-hour period between 12:00am and 11:59pm.