

Ethnicity I:

Sociology of Race and Ethnicity

SOC6009H

Department of Sociology

Fall 2024

Meeting Time: Tuesday, 10:00 AM – 1:00 PM

Location: STG Dept., Rm #17146

Instructor

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Introduction

This course offers a survey of the key theoretical debates in the sociological study of race and ethnicity (SRE). The scholarship of race and ethnicity is diverse, deep, and, at times, diverging. Over the course of the semester, we will travel across the foundational theories, ongoing debates, and new directions of this ever-expanding body of scholarship.

The sociological study of race and ethnicity entails a rigorous analysis of the social, economic, and political mechanisms that construct and perpetuate ethnoracial identities and hierarchies. This scholarly endeavor seeks to understand race not as a biological given but as a socially constructed category that profoundly influences individuals' life chances and social experiences. Sociologists examine the historical and contemporary processes that institutionalize racial inequalities, including colonialism, slavery, segregation, and discriminatory public policies. Through the critical examination of power dynamics, institutional practices, and everyday interactions, sociologists endeavor to uncover the systemic roots of ethnoracial disparities and contribute to the formulation of policies and practices aimed at fostering social justice and equity.

Course Description

This graduate seminar offers an introduction to the sociology of race and ethnicity. We will cover the historical emergence of the study of race, racialization, and racism, debates over the relationship between racism, ethnicity and capitalism, and contemporary patterns of racial inequality and structural racism. The course will emphasize these dynamics across several thematic areas and theoretical vantage points. It will place these dynamics within historical, comparative, and global perspectives. Finally, the course will cover how these dynamics overlap with topics from other sociological subfields such as political economy, Black sociology, and urban sociology, among others, as well as methodological implications for SRE.

Course Objectives

Upon completion, students in this course should be able to:

- Provide definitions of race and ethnicity, and articulate various theoretical approaches to understanding and applying these concepts;
- Translate theoretical propositions across time and space to understand and illustrate theoretical portability and methodological specificity;
- Apply theories of individual behaviour, group relations, and structural influences to specific examples of ethnoracial conflict and inequality in Canada and other countries;
- Interrogate scholarly assumptions, lineages and debates surrounding the burgeoning historiography of race and ethnicity with and beyond the walls of academia.

Required Text

There is one required book for this course:

- Rosa, Vanessa A. 2023. *Precarious Constructions: Race, Class, and Urban Revitalization in Toronto*. UNC Press Books.

All other readings will be posted on Quercus for viewing. It is the student's responsibility to download and review all assigned material PRIOR TO CLASS. Additional readings and course materials may be assigned, but at no cost to the student. All additional material can be downloaded from Quercus as well.

Course Grading

The University of Toronto Grading Scheme will be used to evaluate individual assignments as well as the overall grade for each student in this class. For more information, please review the university's grading practices policy:

<https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>.

Course Evaluations

Each student's grade will be based on five areas. The purpose of designing the course in this manner is to allow students the opportunity to engage in different areas of evaluation including traditional examinations and diverse writing and presentation assignments. The following lists depicts the course breakdown:

I. Discussion Questions (8%: 8 at 1% each)

A good question is both answerable and challenging. It will inspire analysis, synthesis, interpretation, and critical thinking. They require preparation and active management in order to facilitate student learning. A discussion question that is truly great is challenging and inspires students to think critically and respond with well thought out answers. These questions are a

framework for creating prompts that encourage inquiry, challenge students to think bigger and connect the classroom to real world ideas and events. For this course, **you are to provide one discussion questions each week (unless otherwise instructed) by Monday at 5 PM. You are also expected to respond to one of your peers' questions by 6 PM.** Your grade will be based on your ability to engage with the literature and to assess, support or critique your peers' stances on the material provided. The discussion questions should be no more than 250 words. Each student should have submitted 8 discussion questions by the end of the course. Late submissions will not be accepted. Additional instructions will be available on Quercus.

II. Weekly Response Essays (32%: 8 at 4% each)

Students will be expected to write 8 critical response essays over the course of the term. The response papers give students the opportunity to read new material, synthesize the author(s) main points, and to critically respond. The response papers should be no more than 750 words (excluding references), Times New Roman, 12 pt. font with 1-inch margins, double-spaced using ASA citation formatting. Late submissions will not be accepted. Additional information regarding expectations and the grading rubric will be available on Quercus.

Please note, the essays must not be a summary of the week's readings, but should contain an original synthesis of the following points:

- A. What is the central issue/debate/concept in this set of readings?
- B. What are the points of agreement among the authors, if any? Or what are the contributions of the readings to the field?
- C. What are the points of disagreement, if any? Or what did the authors do wrong or fail to accomplish?
- D. What is your position on the issue(s)? Provide theoretical, historical or practical examples to support your position.

III. Group Facilitator (15%)

Each student will be assigned two weeks where they will serve as the facilitators for the discussion alongside one of their peers. Facilitators can start with summarizing points in the reading that they found interesting, going straight into questions, or asking other students to express their general opinions on the readings. Students are also encouraged to use some of the questions raised by their peers as a basis for discussion. Facilitators should try to keep the conversation lively and engaging, but should also give the opportunity for other students to intervene, express their opinions, debate and ask their questions. Additional pedagogical tools or techniques may be utilized upon approval from the Instructor. The instructor will participate in the discussion, intervene with clarifications and background information, and ask additional questions to the class when appropriate.

IV. Midterm Exam (20%)

The midterm will be in the form of a critical response essay. The midterm will be provided to you on October 8th in class during Week 6. You will have until Friday, October 18th at 12 PM to answer the questions appropriately. The essay is meant to be integrative, i.e. to make use of

lectures, readings, and discussions in order to make an argument that pulls material together. It should have a thesis or argument, provide evidence to support your position, demonstrate your conceptual thinking and control of information, refer with regularity to the appropriate readings and lecture material, and be clearly written. Additional instructions will be available on Quercus.

V. Final Exam (25%)

In this final essay exam, students will demonstrate their deep understanding of key theoretical frameworks and debates within the field. The final exam will be provided to you on December 3rd in class during Week 12. You will have until Friday, December 13th at 12 PM to answer the questions appropriately. Students will select two out of three provided questions and compose a comprehensive response essay for each, drawing on the extensive literature covered throughout the course. Each response essay should critically engage with scholarly sources, provide well-supported arguments, and reflect on the methodological implications of their chosen topic. This exam aims to assess students' ability to synthesize complex ideas and contribute thoughtfully to ongoing conversations in SRE. Additional instructions will be available on Quercus.

Grading Rationale

For the written assignments, I consider an “A” to denote work of excellence, rising above the merely sufficient and competent to incorporate new insights as well as creative and critical thinking. It will, of course, be well written and demonstrate depth of thought and clarity of conception. A “B” denotes a mastery of the concepts and issues, competent and well-written work. A “C” is given for work with logical inconsistencies, which fails to adequately explore all the arguments related to the topic, which has errors of fact, or which is badly written and poorly organized or conceptualized. A “D” is for work that fails to meet even these minimal standards. An “NC” is for work of exceedingly poor quality, including work that is plagiarized, unintelligible, and/or handed in extremely late. There is no extra credit offered in this course and no replacement assignments will be entertained.

Academic Integrity

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* (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) 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 www.ouriginal.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 www.ouriginal.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 www.ouriginal.com service are described on the www.ouriginal.com web site.

Generative Artificial Intelligence

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Accessibility Needs

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.

Policies for Lateness and Absences

Late submissions without prior notice will not be accepted. Class lateness without prior notice will not be accepted. If students plan to be absent from any class, they are to report the absence to the instructor as soon as possible. Students who leave class early without prior notice will be considered absent. Students who miss the test, or are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN). (NOTE: Because of Covid-19, students do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness forms). Students who miss the test, or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor. Please be advised that absences related to extracurricular activities are not considered emergency situations. Students involved in such activities should communicate their absences to the professor by the first day of the course. If an accommodation is requested, the instructor may determine suitable alternative as to maintain the rigor of the course and its learning outcomes.

Equity, Diversity and Inclusion

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>.

Policy Regarding Changes to the Syllabus

As the instructor, I reserve the right to make changes to the schedule and structure of the syllabus in order to provide a better learning environment to the students. All changes will be made with advanced notice at no additional costs to the students. Concerns or issues with changes to the syllabus should be addressed to me as soon as possible so a suitable alternative can be determined.

Course Schedule

September 10th – Introduction and Course Requirements

- Introductions and Course Expectations
- Review of Course Syllabus

September 17th – Early Social Philosophers

- DuBois, W.E.B. [1903] 2007. *The Souls of Black Folk*. New York: Penguin. Ch. 1 and 2.
- Fields, Karen E. 2002. "Individuality and the intellectuals: An imaginary conversation between W. E. B. Du Bois and Emile Durkheim." *Theory and Society* 31: 435-462.
- Magubane, Zine. 2016. "American sociology's racial ontology: Remembering slavery, deconstructing modernity, and charting the future of global historical sociology." *Cultural Sociology* 10(3): 369-384.

September 24th – CRT and Social Structures

- Harris, Cheryl. 1993. "Whiteness as property," *Harvard Law Review* 106(8): 1707-1791.
- Bell, Derrick A. 1995. "Who's afraid of critical race theory." *University of Illinois Law Review* 4(3): 823-846.
- Omi, Michael and Howard Winant. [1994] 2015. "Racial formation." In *Racial Formation in the United States*. New York: Routledge.
- **Critical Response Essay Due**
- **Discussion Questions Due**

October 1st – Intersectionality

- Collins, Patricia Hill. 1990. "The politics of Black Feminist Thought." In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge. Ch. 1
- Crenshaw, Kimberle. 1991. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stanford Law Review* 43(6): 1241-1299.
- Bailey, Moya, and Trudy. 2018. "On misogynoir: Citation, erasure, and plagiarism." *Feminist Media Studies* 18(4): 762-768.
- Luna, Zakiya, Melissa C. Brown, Maria S. Johnson, and Whitney NL Pirtle. 2024. "On joy and war: Black Feminism/Intersectionality." *Annual Review of Sociology* 50 (1): 61-83.
- **Critical Response Essay Due**
- **Discussion Questions Due**

October 8th – Settler Colonialism and Decolonial Thought

- Wynter, Sylvia. 2003. "Unsettling the coloniality of being/power/truth/freedom: Towards the human, after man, its overrepresentation - An argument." *The New Centennial Review* 3(3): 257-337.
- Fanon, Frantz. [1961] 2004. *The Wretched of the Earth*. Grove Press. Ch. 1 ("On Violence") and 4 ("On National Culture").
- Hall, Stuart. [1992] 2018. *The West and the Rest: Discourse and Power*. Book Overview.
- **Critical Response Essay Due**

- **Discussion Questions Due**
- **Midterm Review and Instructions**

October 15th – Midterm Week (No Class)

- **Midterm due Friday, October 18th at 12 PM**

October 22nd – Transnational and Global Theories

- Lake, Marilyn. 2003. "White man's country: The transnational history of a national project." *Australian Historical Studies* 34(122): 346-363.
- Quisumbing King, Katrina. 2018. "Recentring US empire: A structural perspective on the color line." *Sociology of Race and Ethnicity* 5(1): 11–25. <https://doi.org/10.1177/2332649218761977>.
- Robinson, Cedric. [1983] 2000. *Black Marxism: The Making of the Black Radical Tradition*, Introduction and Ch. 1.
- **Critical Response Essay Due**
- **Discussion Questions Due**

October 29th – Reading Week (No Class)

November 5th – Groupness, Categories and Boundaries

- Lamont, Michèle, and Virág Molnár. 2002. "The study of boundaries in the social sciences." *Annual Review of Sociology* 28(1): 167-195.
- Brubaker, Rogers. 2002. "Ethnicity without Groups." *Archives européennes de sociologie* 43(2): 163-189.
- Okamoto, Dina and Cristina Mora. 2014. "Panethnicity." *Annual Review of Sociology* 40: 219- 239.
- Monk Jr, Ellis P. 2022. "Inequality without groups: Contemporary theories of categories, intersectional typicality, and the disaggregation of difference." *Sociological Theory* 40(1): 3- 27.
- **Critical Response Essay Due**
- **Discussion Questions Due**

November 12th – Analytical Approaches to Race and Ethnicity

- Duster, Troy. 2006. "Comparative perspectives and competing explanations: Taking on the newly configured reductionist challenge to sociology." *American Sociological Review* 71(1): 1- 15.
- Roth, Wendy D. 2016. "The multiple dimensions of race." *Ethnic and Racial Studies* 39(8): 1310-1338.
- Garcia, Nichole M., Nancy López, and Verónica N. Vélez. 2018. "QuantCrit: Rectifying quantitative methods through critical race theory." *Race, Ethnicity and Education* 21(2): 149-157.
- Sablan, Jenna R. 2019. "Can you really measure that? Combining critical race theory and quantitative methods." *American Educational Research Journal* 56(1): 178-203.
- **Critical Response Essay Due**
- **Discussion Questions Due**

November 19th – Special Topics: Race and Urban Political Economies

- Harvey, David. 1978. "The urban process under capitalism: a framework for analysis." *International Journal of Urban and Regional Research* 2(1-3): 101-131.
- Dorries, Heather, David Hugill, and Julie Tomiak. 2022. "Racial capitalism and the production of settler colonial cities." *Geoforum* 132: 263-270.
- Dantzer, Prentiss, Korver-Glenn, Elizabeth. and Howell, Junia, 2022. Introduction: What does racial capitalism have to do with cities and communities?. *City & Community* 21(3): 163-172.
- Levenson, Zachary and Marcel Paret. 2023. "The South African tradition of racial capitalism." *Ethnic and Racial Studies* 46(16): 3403-3424.
- **Critical Response Essay Due**
- **Discussion Questions Due**

November 26th – Special Topics: Race, Ethnicity and Urbanism in Canada

- Rosa, Vanessa A. 2023. *Precarious Constructions: Race, Class, and Urban Revitalization in Toronto*. UNC Press Books.
- **Critical Response Essay**
- **Discussion Questions Due**

December 3rd – Radical Imaginations

- Ladner, Joyce. 1998. *The Death of White sociology: Essays on Race and Culture*. Introduction, Part 1: Ch. 1., and Part 7: Ch. 2.
- Kelley, Robin DG. 2003. *Freedom Dreams: The Black Radical Imagination*. Beacon Press. Ch. 1 and 6.
- Pattillo, Mary. 2021. Black advantage vision: Flipping the script on racial inequality research. *Issues in Race & Society* 10: 5-39.
- **Final Exam Review and Instructions**
- **Final Exam will be conducted during the exam period. Please review Quercus for further details.**