



Sociology UNIVERSITY OF TORONTO

SOC6009H: Ethnicity I (Survey Course)

Fall 2020; Mondays, 2-4pm

Instructor: Tahseen Shams

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Office Hours: Mondays, 4-5pm
Office Location: 725 Spadina Avenue, Room 396

Lecture Delivery: Synchronously via Quercus course website

Course Description

This course offers a survey of the key theoretical debates in the study of race and ethnicity. The scholarship of race and ethnicity is diverse, deep, and, at times, diverging. In the twelve weeks we will spend together, we will travel across the foundational theories, ongoing debates, and new directions of this ever-expanding body of scholarship, keeping in mind one guiding question: how do global, transnational forms of inequality intersect with local forms of boundary-work to affect different racial and ethnic groups?

While prior exposure to race/ethnicity scholarship is not required, it is crucial that students bring an open and inquisitive mind and a willingness to give their best effort in every class. There are plenty of readings in this course, and students are expected to stay on top of the materials at all times. Most classes will begin with a brief overview lecture and then segue to a structured discussion. Everyone should anticipate participating in the discussions. Those who do not participate on their own can expect to be called on in every class. The readings overlap significantly with the first half of the reading list for the Race, Ethnicity, and Immigration comprehensive exam. As such, it is to the students' benefit to keep up with the readings if they intend to take the exam in the near future.

Readings

Readings, listed under Course Schedule, are available on the Quercus course website.

Course Requirements and Evaluation

- 1) *Weekly memos (10 memos x 2.5 points each = 25 points)*: The day before each class, by 8pm, each student is required to post on the discussion board of the class website a memo

critically engaging with that week's assigned readings. The memos should be 600-650 words in length. Each student should have submitted 10 memos by the end of the course, so students can opt out of any one week from posting their memo. Everyone is expected to come to class having read each other's memos. Please note, the memos 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 facts to back up your position.
 - e. List one question that you would like the class to discuss.
- 2) *Discussion leader (25 points):* Each weekly set of readings will be assigned 1-2 discussion leaders. Being a discussion leader involves introducing the readings, providing 4-6 discussion questions for the class (these may pull from questions posted in the memos), encouraging participation, and summarizing at the end. The discussion leaders are required to send me their list of questions before 6 pm on the day before they are assigned to lead in class for feedback. All students must have led discussion for one week by the end of the course. Discussion leaders will have to do all the readings for the week they are presenting. For the rest of the students, I will point out the week before in class 4 readings from the assigned list that they MUST do.
- 3) *Final Take-Home Assignment (50 points):* There will be one final, take-home assignment at the end of the semester. Students will be asked two essay questions. Each answer should be 10 pages, double-spaced, in 12-point font. The prompt will be posted during the last week of class, Week 12 (December 7th), and is due the following Monday, December 14th, by 11:59pm.

Course Policies

- 1) Read, Think, and Discuss: The main policy of this course is that students must attend every class having done the readings, ready to engage in a thoughtful group discussion. The goal is to create an intellectually challenging yet encouraging atmosphere in the classroom. I will periodically step in during class discussion to provide clarifications and contextual information and ask additional questions.
- 2) Communication: This course is an opportunity for me to get to know you and for you to get to know me. I encourage students to come see me during office hours. When you do, please come prepared with your list of questions and having done any relevant background research so that we can make the most of our meeting. Other than office hours, emailing is the next best way to get in touch with me. When you email, please include "SOC6009H" in the subject line so that I can prioritize your message.
- 3) How to Submit Assignments: Students have to submit their assignments on Quercus.

- 4) **Late Submissions:** For the final assignment, unless for documented reasons beyond a students' control (such as, accidents, family deaths, documented illnesses), a late penalty of 3 points per day (from 2pm until 2pm the following day, including weekends) will be implemented. For the memos, no late submissions will be accepted as the memos are to inform the conversation and discussion in class.
- 5) **Lectures: The lectures will all be delivered online live/synchronously at the regular course time (Monday 2-4pm).** On your course website, click on "BB Collaborate" from the menu to your left. Now, click on the course. You will see the list of lectures. Click on the appropriate lecture (such as, Lecture Week 1). I highly recommend you log on 10-15 minutes ahead of the scheduled lecture time in case there is any technical difficulties that need to be sorted out.
- 6) **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* (<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.
- 7) **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.

- 8) 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

Week 1 September 14: Introduction and Course Overview

Week 2 September 21: Structure and Hegemony

- Dubois, W.E.B. [1903] 1989. *The Souls of Black Folk*. New York: Penguin Books. (Forethought, Chapter 1, pp. 1-12)
- Omi, Michael and Howard Winant. 2015. *Racial Formation in the United States* (3rd edition). New York: Routledge. (Chapter 4)
- Feagin, Joe. 2006. *Systemic Racism: A Theory of Oppression*. New York, Routledge. (Chapter 1)
- Bonilla-Silva, Eduardo. 2003. "‘New Racism,’ Color-Blind Racism, and the Future of Whiteness in America." In *White Out: The Continuing Significance of Racism*, edited by Ashley W. Doane and Eduardo Bonilla-Silva, pp. 271-284. New York and London: Routledge.
- Golash-Boza, Tanya. 2016. "A Critical and Comprehensive Sociological Theory of Race and Racism." *Sociology of Race and Ethnicity* 2(2): 129-141.
- Mills, Charles. 2003. "White Supremacy as a Sociopolitical System: A Philosophical Perspective." In *White Out: The Continuing Significance of Racism*, edited by Ashley W. Doane and Eduardo Bonilla-Silva, pp. 35-48. New York and London: Routledge.

Week 3 September 28: Studying Whiteness and White Hegemony

- Lewis, Amanda E. 2004. "What Group?' Studying Whites and Whiteness in the Era of 'Color-Blindness'." *Sociological Theory* 22(4): 623-646.
- Harris, Cheryl. 1993. "Whiteness as Property." *Harvard Law Review* 106 (8): 1707-1791.
- Bonnett, Alastair. 1998. "Who was White? The Disappearance of Non-European White Identities and the Formation of European Racial Whiteness." *Ethnic and Racial Studies* 21(6): 1029-1055.
- Maghbouleh, Neda. 2017. *Limits of Whiteness: Iranian Americans and the Everyday Politics of Race*. Stanford, CA: Stanford University Press. (Chapters 1 and 2)
- Jiménez, Tomás R. and Adam L. Horowitz. 2013. "When White is Just Alright" How Immigrants Redefine Achievement and Reconfigure the Ethnoracial Hierarchy." *American Sociological Review* 78(5): 849-871.

Week 4 October 5: Intersectionality

- Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge. (Chapters 1, 2 and 11)
- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43(6): 1241-1299.
- Collins, Patricia Hill. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41: 1-20.
- Purukayastha, Bandana. 2012. "Intersectionality in a Transnational World." *Gender and Society* 26(1): 55-66.

Week 5 October 12: Groupness and Boundary-Making

- Barth, Fredrik. 1969. *Ethnic Groups and Boundaries: The Social Organization of Cultural Difference*. Boston: Little, Brown. (Chapter 1)
- Lamont, Michèle, and Virág Molnár. 2002. "The Study of Boundaries in the Social Sciences." *Annual Review of Sociology* 28(1): 167-195.
- Wimmer, Andreas. 2013. *Ethnic Boundary Making: Institutions, Power, Networks*. Oxford University Press. (Introduction, Chapters 2 and 3)
- Brubaker, Rogers. 2002. "Ethnicity without Groups." *European Journal of Sociology* 43(2): 163-189.
- Brubaker, Rogers, Mara Loveman, and Peter Stamatov. 2004. "Ethnicity as Cognition." *Theory and Society* 33(1): 31-64.
- Jenkins, Richard. 1994. "Rethinking Ethnicity: Identity, Categorization and Power." *Ethnic and Racial Studies* 17(2): 197-223.

Week 6 October 19: Postcolonial and Global Theories

- Fanon, Franz. [1952] 1982. *Black Skin, White Masks*. New York: Grove Press. (Chapter 1, pp. 17- 40)
- Said, Edward. 1979. *Orientalism*. Vintage. (Introduction and pp. 1-28)
- Go, Julian. 2013. "For a Postcolonial Sociology." *Theory and Society* 42(1): 25-55.
- Quijano, Aníbal. 2000. "Coloniality of Power and Eurocentrism in Latin America." *International Sociology* 15(2) 215-232.
- Quisumbing King, Katrina. 2018. "Recentring U.S. Empire: A Structural Perspective on the Color Line." *Sociology of Race and Ethnicity* 5(1): 11-25.
- Dikötter, Frank. 2008. "The Racialization of the Globe: An Interactive Interpretation." *Ethnic and Racial Studies* 31(8): 1478-1496.

Week 7 October 26: Settler Colonialism and Decolonization Approaches

- Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press. (Chapter 1, and pp. 1-35)
- Sharma, Nandita, and Cynthia Wright. 2008. "Decolonizing Resistance, Challenging Colonial States." *Social Justice* 35(3): 120-138.
- Stoler, Ann. 2001. "Tense and Tender Ties: The Politics of Comparison in North American History and (Post) Colonial Studies." *Journal of American History* 88(3): 829-865.
- Lawrence, Bonita, and Enakshi Dua. 2005. "Decolonizing Antiracism." *Social Justice* 32(4): 120-143.
- Tuck, Eve, and K. Wayne Yang. 2012. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education and Society* 1(1): 1-40.
- Amadahy, Zainab, and Bonita Lawrence. 2009. "Indigenous Peoples and Black People in Canada: Settlers or Allies?" In *Breaching the Colonial Contract: Anti-Colonialism in the U.S. and Canada*, edited by Arlo Kempf, pp. 105-136. Springer Netherlands.

Week 8 November 2: Race, Ethnicity, and Nationalism

- Bosniak, Linda. 2006. *The Citizen and the Alien: Dilemmas of Contemporary Membership*. Princeton University Press. (pp. 49-76)
- Soysal, Yasemin. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. University of Chicago Press. (pp. 1-8 and Chapter 8)
- Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. 2008. "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State." *Annual Review of Sociology* 34(1): 153-79.
- Anderson, Benedict. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London and New York: Verso. (Introduction and Chapter 3)
- Haddad, Yvonne Yazbeck. 2018. "The Politics of Inclusion: American Muslims and the

Price of Citizenship.” In *Growing Up Muslim in Europe and the United States*, edited by Mehdi Bozorghmehr and Philip Kasinitz, pp. 95-110. New York: Routledge.

- Kymlicka, Will. 1995. *Multicultural Citizenship*. Oxford: Oxford University Press. (Chapters 1 and 3)

November 9: No Class; Reading Week

Week 9 November 16: Race, Ethnicity, and Religion

- Brubaker, Rogers. 2013. “Language, religion and the politics of difference.” *Nations and Nationalism* 19(1): 1-20.
- Zolberg, A. and L. L. Woon. 1999. “Why Islam is Like Spanish: Cultural Incorporation in Europe and the United States.” *Politics & Society* 27(1): 5-38.
- Modood, Tariq. 1998. “Anti-Essentialism, Multiculturalism and the Recognition of Religious Groups.” *Journal of Political Philosophy* 6: 378-399.
- Wilde, Melissa J. 2018. “Complex Religion: Interrogating Assumptions of Independence in the Study of Religion.” *Sociology of Religion* 79(3): 287-298.
- Zubrzycki, Geneviève. 2013. “Negotiating Pluralism in Québec: Identity, Religion, and Secularism in the Debate over ‘Reasonable Accommodation.’” In *Religion on the Edge: De-centering and Re-centering the Sociology of Religion*, edited by Courtney Bender, Wendy Cadge, Peggy Levitt, and David Smilde, pp. 215-237.
- Selod, Saher and David G. Embrick. 2013. “Racialization and Muslims: Situating the Muslim Experience in Race Scholarship.” *Sociology Compass* 7/8: 644-655.

Week 10 November 23: Analytical Approaches

- Loveman, Mara. 1999. “Is ‘Race’ Essential?” *American Sociological Review* 64(6):891-98; and Eduardo Bonilla-Silva (1999) reply: “The Essential Social Fact of Race” in *American Sociological Review* 64(6): 899-906.
- Yaylaci, Sule, Wendy D. Roth, and Kaitlyn Jaffe. 2019. “Measuring Racial Essentialism in the Genomic Era: The Genetic Essentialism Scale for Race (GESR).” *Current Psychology*. DOI: <https://doi.org/10.1007/s12144-019-00311-z>.
- Martin, John Levi and King-To Yeung. 2003. “The Use of the Conceptual Category of Race in American Sociology, 1937-99” *Sociological Forum* 18(4): 521-543.
- Roth, Wendy D. 2016. “The Multiple Dimensions of Race.” *Ethnic and Racial Studies* 39(8): 1310-1338.
- Dixon, Angela R., and Edward E. Telles. 2017. “Skin Color and Colorism: Global Research, Concepts, and Measurement.” *Annual Review of Sociology* 43: 405-424.
- Monk Jr, Ellis P. 2015. “The Cost of Color: Skin Color, Discrimination, and Health among African-Americans.” *American Journal of Sociology* 121(2): 396-444.

Week 11 November 30: Racial/Ethnic Contexts in Canada

- Thobani, Sunera. 2000. "Closing Ranks: Racism and Sexism of Canada's Immigration Policy." *Race and Class* 42(1): 35-55.
- Haque, Eve. *Multiculturalism Within a Bilingual Framework: Language, Race, and Belonging in Canada*. University of Toronto Press. (Chapters 1, 2 and 3)
- Winter, Elke. 2015. "Rethinking Multiculturalism After its 'Retreat': Lessons from Canada." *American Behavioral Scientist* 59(6): 637-657.
- Andersen, Chris. 2008. "From Nation to Population: The Racialisation of 'Métis' in the Canadian Census." *Nations and Nationalism* 1(2): 347-368.

Week 12 December 7: Global Comparisons

- Wimmer, Andreas, and Nina Glick Schiller. 2003. "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology." *International Migration Review* 37 (3): 576-610.
- Loveman, Mara. 1999. "Making 'Race' and Nation in the United States, South Africa, and Brazil: Taking *Making* Seriously." *Theory and Society* 28(6):903-27.
- Reitz, Jeffrey G., Patrick Simon, and Emily Laxer. 2017. "Muslims' Social Inclusion and Exclusion in France, Québec and Canada: Does National Context Matter?" *Journal of Ethnic and Migration Studies* 43(15): 2473-2498.
- Alba, Richard. 2006. "Bright and Blurred Boundaries: Second-Generation Assimilation and Exclusion in France, Germany, and the United States." *Ethnic and Racial Studies* 28(1): 20-49.
- Harman, Vicki. 2008. "Experiences of Racism and the Changing Nature of White Privilege Among Lone White Mothers of Mixed-Parentage Children in the U.K." *Ethnic and Racial Studies* 33(2): 176-194.
- Lamont, Michèle, Graziella Moraes Silva, Jessica Welburn, Joshua Guetzkow, Nissim Mizrachi, Hannah Herzog, and Elisa Reis. 2016. *Getting Respect: Responding to Stigma and Discrimination in the United States, Brazil, and Israel*. Princeton University Press. (Introduction and Chapter 1)

December 14: Take-Home Final Assignment Due by 11:59pm on Quercus