

**McMaster University**  
**Department of Sociology**  
**Sociology 2FF3 Sociology of Race and Ethnicity**  
**January 2018-April 2018**  
**Class Location: TSH B 106**

**Lecture Tuesday 3:30pm-5:20pm TSH B106**  
**Tutorial/Lecture: Friday 3:30pm -4:20pm TSH B106**

**Course Instructor: Dr. Lina Samuel**

**Email: [lsamuel@mcmaster.ca](mailto:lsamuel@mcmaster.ca)**

**Office Hours: Tuesday 1:40pm-2:40pm (Please make an appointment)**

**Office: KTH 632**

**Office Phone Number ext. 23617**

**TA: No TA support this term**

**Course Description:**

This course will focus on the ways in which race and ethnicity have been theorized sociologically from a variety of scholars. Issues around race, ethnicity and ethnic relations raise a great deal of debate, and at times discomfort. I hope in this course we are able to collectively come to a critical understanding of race, ethnicity and ethnic relations and how these identities impact our connections to each other and to the larger nation / national identity. We will examine how race and ethnicity differ, and how they are linked in an understanding of the social environment. Writings on race and ethnicity reveal the ways in which racial and ethnic identities emerge from the interplay of macro-historical forces. The course asks how the historical context, characterized by industrialization, urbanization, colonization, imperialism, transnationalism, globalization, to list a few, has shaped the understanding of ethnic relations? The course will shed light on inter-group relations within the Canadian context, and how groups construct their racial and ethnic identities in relations to others in society, particularly in light of changing immigration trends. We will examine the ways in which ethnic and racial identities are socially reproduced, transformed and re-interpreted both historically and contemporarily. The course will also examine how race and ethnic difference are related to social inequality in Canada. Situated within an *intersectionalist* perspective, the course will examine how ethnic relations intersect with gender, sexuality, and class to influence the social positioning and conditioning of groups. Institutional responses to social inequality reveal that indeed race and ethnicity do matter in the lived experience of Canadians. We will conclude by looking at recent scholarship in the area which allows us to *re-think* race, ethnicity and ethnic relations and its relevance in contemporary Canadian society.

**Course Objectives:**

Through this course, students will:

- Debate and apply sociological theories to analyze issue around race and ethnicity and ethnic relations
- Develop an understanding of the historical and social construction of race and ethnicity and ethnic relations

- Debate the various explanations for, and responses to, race and ethnic inequality in contemporary Canadian society
- Be able to critically analyze the social forces which shape racial and ethnic identities.
- Appreciate/understand the complexity of these terms and the emotions which charge these debates.
- Discuss and debate the impact of racial and ethnic categories in Canada

### **Course Learning Objectives for Sociology 2FF3**

This course addresses three University Undergraduate Degree Level Expectations (see, <http://c1l.mcmaster.ca/COU/degree/undergraduate.html>). By the end of the course the student will be able to critically evaluate the current literature and sociological research in the sociology of race and ethnic group relations. Students will be able to critically evaluate the sociological theories that inform the sociology of race and ethnicity. Finally, students will be able to understand and discuss the historical and social construction of race and ethnicity.

**Course Format:** 2 hour lecture Tuesday, once per week.

**Tutorials:** Friday 50 minutes . (Some of these Fridays will be lectures not tutorials. Please pay attention to the course schedule)

### **Course Texts:**

Das Gupta, Tania, Carl E. James, Roger C.A. Maaka, Grace-Edward Galabuzi and Chris Anderson. 2007. *Race and Racialization: Essential Readings*. Toronto: Canadian Scholars' Press Inc

Course-packet with additional readings (for purchase at McMaster bookstore).

### **Additional Course Texts in Library (for further reading if desired):**

There will be additional recommended readings which will be on reserve:

Cornell, Stephen and Douglas Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World 2<sup>nd</sup> Ed.* Thousand Oaks: Pine Forge Press.

Galabuzi, Grace-Edward. 2006. *Canada's Economic Apartheid: The Social Exclusion of Racialized Groups in the New Century*. Toronto: Canadian Scholars' Press Inc.

Henry, Frances and Carol Tator. 2010. *The Colour of Democracy: Racism in Canadian Society 4<sup>th</sup> Ed.* Toronto: Nelson.

Hier, Sean P. and B. Singh Bolaria (eds.). 2006. *Identity and Belonging: Rethinking Race and Ethnicity in Canadian Society*. Toronto: Canadian Scholars' Press.

Walker, Barrington (ed). 2008. *The History of Immigration and Racism in Canada*. Toronto: Toronto: Canadian Scholars' Press Inc.

**Grading:**

The grades are based on 3 in class tests, 1 film review, and tutorial participation. Tutorial Participation is based on a combination of attendance, participation, submission of reflection questions. (I will take attendance every week).

**Evaluation:**

Tutorial Participation 10%

Test 1: 25%

Test 2: 25%

Test 3: 25%

One Film Review: 15%

**Procedures and Rules****ACADEMIC DISHONESTY:**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

**DEPARTMENTAL/UNIVERSITY POLICIES:**

Do NOT fax assignments. Please see your instructor for the most appropriate way to submit assignments.

The Sociology staff do NOT date-stamp assignments, nor do they monitor the submission or return of papers. Please submit all assignments in hard copy form to the instructor or teaching assistant on the date it the paper is due.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (eg. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **1a. Missed tests**

**Students who miss a term test will be assigned a mark of zero for that test unless their absence is supported by university approved documentation.**

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self-reporting tool for Undergraduate Students to report absences that last up to 3 days **and provides the ability to request accommodation for any missed academic work.** Please note, this tool cannot be used during any final examination period.

You may submit a maximum of **1 Academic Work Missed request per term.** It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, **exceed 1 request per term,** or are absent for a reason other than medical, you **MUST** visit your Associate Dean's Office (or Faculty Office). You may be required to provide supporting documentation. This form should be filled out when you are about to return to class after your absence.

If your Request is APPROVED and a make-up test is required, you will write the make-up test on the **designated date selected by the instructor.** No student is automatically entitled to a second make up test. It is your responsibility to write the tests on the day in which they are scheduled.

### **1b.Late assignments**

- You are expected to complete assignments on time.

Assignments are due at the beginning of the class lecture (3:30pm) on the due date. Late assignments will be subject to a penalty of **5%** per day. The Penalty period does include weekends and holidays. **Please make every effort to hand assignments in on the due date.**

Please come see the instructor if you are experiencing any difficulty with the assignment or the material presented in class. Only hard copies will be graded.

Please note that only McMaster emails will be considered official. Emails from other addresses may disappear into the black hole of spam filters.

- You are expected to keep a back-up, hard copy of your assignment in case it is lost.

- **Accommodation provision:**

Medical Certificate must state that you were ill on the due date of the assignment for a one day extension. For a longer extension you must prove that you were sick during a longer period or prove an exceptional, unforeseen circumstance.

**2. Grade appeals.** The instructor and teaching assistant(s) take(s) the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the instructor of the error
- In the case of more substantive appeals, you must:
  1. Wait at least 24 hours after receiving your mark.
  2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.

If you wish to appeal your assignment grade:

- A. You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
- B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours or after the lecture.
- C. You will receive a response via email or in person about your re-grade.

**3. Electronic communication and electronic learning technology:** Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. You must submit hard copies of your assignments
- All emails must include the course code (Soc. 2FF3) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 24 hours of receipt.

- Treat emails as you would any other professional communication.
- All general questions about the course that are NOT addressed on the syllabus and course website should be asked in class. If you cannot figure something out, chances are your inquiry will be useful for the entire class.

**Emails that do not follow these guidelines will not receive a response.**

#### **4. Classroom etiquette**

Students are expected to arrive at class on time. Laptops are allowed in class and should be used for taking notes. Other uses, emailing, web surfing will result in the student's being required to turn off the laptop and it may affect your final grade.

**Coming to lectures late, leaving early, not attending tutorials will impact your final grade.**

**Videotaping and recording lectures is strictly forbidden without written permission from the instructor.**

## **Lecture Schedule and Required Readings and Select Tutorials**

*(Subject to adjustments)*

### **Part I: Theoretical and Historical Groundings**

**Friday January 5 Lecture 1** Introduction to the course, course expectations  
Course Outline, course expectation, course assignments

**Tuesday January 9 Lecture 2** *Theorizing / Defining Race and Ethnicity*

#### **Required Reading:**

**Das Gupta, Tania, et al. 2007. *Race and Racialization: Essential Readings:***

Chapter 1 Race and Progress by Franz Boas pages 4- 9

Chapter 2 The Concept of Race by Ashley Montagu pages 10-14

Chapter 3 The Classification of Races in Europe and North America: 1700-1850

By Michael Banton pages 15-21

**From Course Packet:** Chapter 2. The Social Construction of Primordial Identities by Anton Allahar pages 31-42 from Hier, Sean P. and B. Singh Bolaria. 2006. *Identity and Belonging: Rethinking Race and Ethnicity in Canadian Society*. Toronto: Canadian Scholars' Press.

#### **(Recommended Reading)**

**Hier, Sean P. and B. Singh Bolaria. 2006. *Identity and Belonging: Rethinking Race and Ethnicity in Canadian Society:***

Chapter 1. Representation of the Others by Robert Miles and Malcolm Brown pages. 19-30

**Friday January 12 Tutorial** First week

**Tuesday January 16 Lecture 3** *Historical and Social Forces in the Construction of Race and Ethnicity*

#### **Required Reading :**

**Das Gupta, Tania, et al. 2007. *Race and Racialization: Essential Readings:***

Chapter 5 Antecedents of the Racial Worldview by Audrey Smedley pages 31- 44

Chapter 6 Latent and Manifest Orientalism by Edward W. Said pages 45-55

Chapter 7 The West and The Rest: Discourse and Power by Stuart Hall pages 56-60

#### **(Recommended Readings)**

**Hier, Sean P. and B. Singh Bolaria. 2006. *Identity and Belonging: Rethinking Race and Ethnicity in Canadian Society:***

Chapter 3 Race, Ethnicity, and Cultural Identity by Carl James pages 43-56

**Friday January 19 Tutorial**

**Tuesday January 23 Lecture 4** *Historical and Social Forces in the Construction of Race and Ethnicity Continued, Specific case studies*

#### **Required Reading :**

**Das Gupta, Tania, et al. 2007. *Race and Racialization: Essential Readings.***

**Indigeneity, Colonialism, Indentured Labour:**

Chapter 15 The Guarani: The Economics of Ethnocide by Richard H. Robbins  
pages 121- 124

Chapter 16 The Indians are Coming to an End: The Myth of Native Desolation by Matthew Resall pages 125-131

Chapter 18 Of our Spiritual Strivings by W.E. B. Du Bois pages 144- 147

Chapter 19 Capitalism and Slavery by Eric Williams pages 149-155

*We will watch Part 2 of Race the Power of an Illusion-The Story We Tell (30 minutes)*

**Friday January 26 Tutorial (Prep for test)**

**Tuesday January 30 : Test 1 In class (25%) Full Class Period (based on Lectures 2, 3, 4)**

*Friday February 2 Tutorial*

**Tuesday February 6 Lecture 5** Film in Class (Full class period *Rabbit Proof Fence*) Film Review due on this film. Keep in mind the questions asked in Film Review Assignment.

**Friday February 9 Lecture 6**

*First Nations Peoples in Canada: a history*

**Required Reading (On Reserve Reading)**

**From Course Packet:** Chapter 8 in Satzewich, Vic and Nikolaos Lioudakis (2010) *Aboriginal and Non-Aboriginal Relations* Pages 223-253, in *“Race” and Ethnicity in Canada a Critical Introduction 3<sup>rd</sup> Edition*. Oxford: Toronto.

## **Part II: Contemporary Relevance of Race and Ethnicity Within Canada**

**Tuesday February 13 Lecture 7**

*Race and Ethnicity and Institutions- Racism in the Education System and the Justice System*

**Required Reading :Das Gupta, Tania, et al. 2007. Race and Racialization: Essential Readings. Racism and Education and the Justice System:**

Chapter 21 Resistance and Renewal: First Nations and Aboriginal **Education in**  
Canada by Celia Haig-Brown pages 168-178

Chapter 22 Toward an Antiracist Agenda in Education: The Case of Malta by Carmel Borg and Peter Mayo page 179-187

Chapter 30 Inflammatory Rhetoric? Baseless Accusations? A Response to Gabor’s Critique of Racial Profiling Research in Canada Scot Wortley and Julian Tanner Page 260-265

Chapter 31 The Criminalization of Indigenous People by Chris Cunneen pages 266- 274

**(Recommended Reading)**

**Hier, Sean P. and B. Singh Bolaria. 2006. Identity and Belonging: Rethinking Race and Ethnicity in Canadian Society:**

Chapter 8 The Racial State, by Michael Omi and Howard Winant, pages 201-215

**Friday February 16 Lecture 8 *Racism and Employment (part 1)***

**\*Film Review Due (15%)**

**Required Reading :**



**Das Gupta, Tania, et al. 2007. *Race and Racialization: Essential Readings.***

**Canadian Immigration and Experiences in Employment:**

Chapter 26 “They Can be Hired in Masses; They Can be Managed and Controlled Like Unthinking Slaves” by Tomas Alamguer pages 217-230

Chapter 24 Working Precariously: The Impact of Race and Immigrant Status on Employment Opportunities and Outcomes in Canada by Cherly Teelucksing and Grace-Edward Galabuzi pages 202-208

**From CoursePacket :** Chapter 7 Jobs and Earnings Pages 139-167 IN Simmons, Alan B. 2010. *Immigration and Canada: Global and Transnational Perspectives.* Canadian Scholars’ Press: Toronto

**FEBRUARY READING BREAK: FEB 19- FEB 25**

**Tuesday February 27 Lecture 9 *Racism and Employment Continued (part 2)***

**Required Reading:**

**Das Gupta, Tania, et al. 2007. *Race and Racialization: Essential Readings.***

**Canadian Immigration and Experiences in Employment:**

Chapter 26 “They Can be Hired in Masses; They Can be Managed and Controlled Like Unthinking Slaves” by Tomas Alamguer pages 217-230

Chapter 24 Working Precariously: The Impact of Race and Immigrant Status on Employment Opportunities and Outcomes in Canada by Cherly Teelucksing and Grace-Edward Galabuzi pages 202-208

(30 minutes of Documentary film: *El Contrato*)

**From Course Packet:** Chapter 9 “Migrant Workers as Non-Citizens: The Case Against Citizenship as a Social Policy Concept” by Donna Baines and Nandita Sharma pp. 203-225 in *Working in a Global Era* edited by Vivian Shalla.

**Friday March 2 Tutorial (prep for test)**

**Tuesday March 6 Test 2 (25%) (based on Lectures 5, 6, 7, 8, 9)**

**Friday March 9 Lecture 10 *Segregation by Race and Ethnicity***

**Required Reading:**

**Das Gupta, Tania, et al. 2007. *Race and Racialization: Essential Readings.***

Chapter 9 When Place Becomes Race by Shere H. Razack 74-82

**From Course Packet:** Walks, R.A. and L.S. Bourne. 2006. “Ghettos in Canada’s cities? Racial segregation, ethnic enclaves and poverty concentration in Canadian urban areas.” *Canadian Geographer-Geographe Canadien* 50 (3): 273-297.

***We will be watching Documentary Part 3 Race the Power of an Illusion: The House We Live in (50 minutes) [we will watch this March 16 in tutorial]***

**Tuesday March 13 Lecture 11**

***Race, Ethnicity and Mixed Identity (Identities in Flux)***

**Required Reading:**

**Das Gupta, Tania, et al. 2007. *Race and Racialization: Essential Readings.***

**Race, Privilege, Identity:**

Chapter 32 Identity, Belonging and the Critique of Pure Sameness by Paul Gilroy pages. 280-292

Chapter 34 Between Black and White: Exploring the “Biracial” Experiences by Kerry A. Rockquemore pages 301-308

**From Course Packet:** Chapter 11: Interrogating the Hyphen-Nation: Canadian Multicultural Policy and “Mixed Race” Identities by Minelle Mahtani pages 163-177 *from* Hier, Sean P. and B. Singh Bolaria. 2006. *Identity and Belonging: Rethinking Race and Ethnicity in Canadian Society*. Toronto: Canadian Scholars’ Press.

**Documentary: *Being in the In Between NFB* (view first 25 minutes)**

**(Recommended Reading)**

**Hier, Sean P. and B. Singh Bolaria. 2006. *Identity and Belonging: Rethinking Race and Ethnicity in Canadian Society.***

Chapter 3 Race, Ethnicity and Cultural Identity by Carl James pages 43-55.

Chapter 12: Formation of Ethnic and Racial Identities: Narratives by Young Asian-American Professionals by Pyong Gap Min and Rose Kim pages 179-190

**Friday March 16 Tutorial *Documentary Part 3 Race the Power of an Illusion: The House We Live in* (50 minutes)**

**Tuesday March 20 Lecture 12 *Re-Thinking Race, Ethnicity and Identity***

**Required Reading :**

**Das Gupta, Tania, et al. 2007. *Race and Racialization: Essential Readings.***

**Racism and Popular Culture**

Chapter 8 Does “Race” Matter? Transatlantic Perspectives on Racism after “Race Relations” by Robert Miles and Rudy Torres pages 65-73

Chapter 29 Races, Racism and Popular Culture by John Solomos and Les Back pages 247-256

Chapter 38 Anti-Racism, Social Movements and Civil Society by Cathie Lloyd 339-349

**Friday March 23 Tutorial (prep for test)**

**Tuesday March 27 Test 3 In Class (based on Chapters 10, 11, 12)**

**Friday March 30 Tutorial (Self-evaluation of participation)**

**Tuesday April 3 Friday April 6 Review of course, returning all assignments and tests. Have a restful Spring and Summer break!**