

McGill University
Department of Sociology
SOC 230: Sociology of Ethnic Relations
TRF 2:35 – 3:25 PM
Location: Rutherford Physics Building 112

Winter 2017

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COURSE SUMMARY

Most pluralistic societies in the twenty-first century struggle with issues of discrimination, conflict and social inequalities between ethnic and racial groups. This course is designed to provide students with a theoretical and empirical grounding on race, ethnicity and intergroup relations. This will be achieved through a comparison of race and ethnic relations in Canada and the United States.

The course is divided into three interrelated sections. The first section will introduce students to key theories and concepts in the study of race and ethnic relations. Material in the first section will provide students with the necessary foundation to understand and analyze issues discussed in the remainder of the course. The second section explores the link between immigration and racial and the dynamics of race and ethnicity in Canada and the United States. The final section assesses the consequences of race and ethnicity for individual life chances and group stratification.

REQUIRED TEXT

The following textbook is required for this course:

Satzewich, Vic and Nikolaos Liidakis. 2013. *'Race' & Ethnicity in Canada: A Critical Introduction, 3rd Edition*. Don Mills: Oxford University Press Canada.

In addition to the textbook we will also draw on journal articles (see MyCourses) and book chapters (see coursepack).

The textbook and coursepack can be purchased at the McGill Bookstore. Copies of the book and the coursepack will also be on reserve in the Humanities and Social Sciences Library.

ASSIGNMENTS, DUE DATES, AND EVALUATION

Movie Discussion (30%; due various dates): This assignment consists of responding to one question per movie. The questions will be posted on MyCourses by the teaching staff. For each movie, students will have a choice of 2 questions from which to respond.

Four movies will be assigned for the course. You will have two options for viewing the movies.

Option 1: During our regular lecture time on Fridays. Movie screenings will start at 2:35 PM, during weeks when we have movies assigned. Locations to be announced (TBA).

Option 2: If you are unable to view the movies during the designated Friday viewings, the videos will be on reserve in the Humanities and Social Sciences library. Students who are unable to watch the movies during the Friday viewings are responsible for watching the movies on their own time.

You must respond to one out of the two questions posted in MyCourses for each movie. **Movie responses should be uploaded to the relevant assignment folder in MyCourses.** Responses should be of a sociological nature and analytical as opposed to just factual, affective or reactionary. Your responses should incorporate material from the readings, lectures, and/or conferences.

Evaluation: Responses will be graded on a 10-point scale, with 1 being “poor” and 10 being “exceptional.”

Responses must be posted by 5 pm on the Thursday immediately following the movie screening. For example, the first movie *Race: Power of an Illusion* will be screened on Friday January 20, 2017. You must post your response on MyCourses in the designated discussion thread by 5 pm on Thursday January 26, 2017.

Late posts will not be accepted. We will not accept emails with your movie responses, irrespective of what the excuse is (e.g., slow computer, network slowdown, etc). You are responsible for posting your response ahead of time to ensure that you do not run into problems. The only exception to this rule is if McGill IT has a documented system failure with MyCourses.

TRIGGER WARNING: One of the assigned movies, *American History X*, contains violence and sexually explicit images, including a rape scene. Students who do not wish to view this movie should make a request in writing (via email) to the instructor no later than 2 weeks prior to the scheduled movie screening. The instructor will then arrange for an alternative movie for exempted students. The alternative movie will be on reserve in the Humanities and Social Sciences library for students to view on their own time. Note that the same due date applies for the movie response regardless of whether it is *American History X* or the alternative movie.

Conference Participation (30%): Conferences will be an important and vital component of your learning experience in this course. You will have a total of 5 conferences in which you will engage in small-group discussions and activities.

You will be randomly assigned to groups of 5-6 people. This will constitute your conference “discussion group” for the remainder of the semester. The majority of your discussions in conference will take place in these small groups.

Your conference/participation grade will consist of (i) completion of conference assignments (worth 80% of total conference grade) and (ii) an average of peer evaluations of your contribution to conference discussions (worth 20% of total conference grade).

IMPORTANT: CONFERENCE REFLECTION ESSAYS MUST BE TYPED AND SUBMITTED IN HARD COPY. ALL CONFERENCE ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CONFERENCE HOUR. STUDENTS WHO MISS MORE THAN THE FIRST 30 MINUTES OF CONFERENCE FORFEIT THE RIGHT TO SUBMIT THEIR CONFERENCE ASSIGNMENTS. NO EXCEPTION.

Given the interactive nature of the conferences, it is not possible to “make-up” missed conference assignments or participation. Therefore, if you have scheduling conflicts that would prevent you from regularly attending conferences then you should not take this course. Please also note that only in EXCEPTIONAL cases (eg, medical emergencies, family tragedy) will an excused absence from conference be granted. Additionally, **excused absences must be cleared with the course instructor, not the TAs.**

You must sign up for a conference section. An announcement will be made in class regarding when registration for conferences is open. ***You should only attend the conference section for which you are registered.***

Final Exam (40%): The final exam will consist of multiple choice questions and one essay. Multiple choice questions consist of definitions to key terms. The essay consists of a 4-5 paragraph written response.

Evaluation: You will be evaluated on your knowledge of key terms and theories covered in the readings and lectures and your ability to critically analyze concepts as they relate to issues of race and ethnicity, and, of course, giving the right answers. Terms and concepts covered in the movies may also appear on the final exam.

PLAGIARISM

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

SUBMISSION OF WRITTEN WORK

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

COPYRIGHT MATERIAL

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DETAILED READING LIST

CP = Course pack

MyC = Download from MyCourses

PART I—CONCEPTS & THEORIES

Historical and Contemporary Conceptions of Race

January 5:

Introduction (no readings)

January 6 & 10: Historical thinking about race

Satzewich & Liodakis. Chapter 1, pp. 13-20; Chapter 6, pp.179-198.

January 12 & 13: Scientific racism & race genomics

Duster, Troy. 2005. "Race and reification in Science." *Science* 307:1050-1051.

Fugimura, Joan H., Troy Duster, and Ramya Rajagopalan. 2008. "Introduction – Race, genetics and disease: Questions of evidence, matters of consequence." *Social Studies of Science* 38:643-656. [MyC]

RECOMMENDED:

Shiao, Jiannbin L., Thomas Bode, Amber Beyer, and Daniel Delvig. 2012. "The genomic challenge to the social construction of race." *Sociological Theory* 30: 67-88. [MyC]

January 17: Social construction of race

No readings.

Historical and Contemporary Conceptions of Ethnicity

January 19: Origins of ethnicity

Barth, Fredrik. 1969. "Introduction." Pp. 9-38 in *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*, edited by Fredrik Barth. Boston: Little, Brown and Company.

[CP]

Satzewich & Liodakis. Chapter 1, pp. 4-13.

Weber, Max. 1996. "The Origins of Ethnic Groups." In J. Hutchinson and A.D. Smith, *Ethnicity*. Oxford: Oxford University Press. Pp. 35-40. [CP]

Movie #1: Race, Power of an Illusion (Parts 1 & 2)

Viewing: 14:35 – 16:30 pm, 01/20/2017

Location: TBA

Response due: 5 pm, 01/26/2017

Sociological Models of Race and Ethnicity

Jan 24 & 26 (*Conferences start this week*):

Cornell, Stephen and Douglas Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World, 2nd Edition*. Thousand Oaks: Pine Forge Press. Chapters 3 and 4. [CP]

****Conference #1 (January 27, 2017): Unpacking Our Implicit Biases**

Assignment: There are two components to this assignment:

Part 1. Go to <https://implicit.harvard.edu/implicit/demo/>

Complete one of the IAT demo tests: Race, Skin-tone, Arab-Muslim, Asian, or Native.

Save and print your results. **You will need to bring your printed results to conference** and submit it along with your reflection essay.

Part 2. Write a 500 word reflection essay on your IAT results. Be sure to address (i) whether or not you are surprised by your results and why, (ii) how much the results reflect or do not reflect your “true” attitudes about the group in question or issues of race, (iii) the usefulness (or lack thereof) of IAT tests in social science research.

Defining Prejudice, Racism & Discrimination

January 31 & February 2:

Blumer, Herbert. 1958. “Race Prejudice as a Sense of Group Position.” *The Pacific Sociological Review* 1(1): 3-7. [MyC]

Pager, Devah. 2008. “The Dynamics of Discrimination.” Pp.21-51 in *The Colors of Poverty: Why Racial and Ethnic Disparities Persist*, edited by Ann Chih Lin and David R. Harris. New York: Russell Sage Foundation. [CP]

February 3: FREE FRIDAY (no lecture, movie or conference)

Whiteness & White Privilege

February 7 & 9:

Hartmann, Douglas, Joseph Gerteis, and Paul R. Croll. 2009. "An Empirical Assessment of Whiteness Theory: Hidden from How Many?" *Social Problems* 56(3): 403-424. [MyC]

McIntosh, Peggy. 1989. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom* (July-August):10–12. [MyC]

Satzewich & Liodakis. Chapter 2, pp. 52-59.

****Conference #2 (February 10, 2017): Understanding White Privilege**

Assignment: Come up with one form of white privilege NOT identified by McIntosh. Write a 500 word essay explaining (1) *why* you think your chosen item constitutes white privilege, and (2) *how* the form of white privilege you have chosen may produce racial inequality, if any.

PART II—IMMIGRATION AND THE DYNAMICS OF RACE & ETHNICITY

Immigration & Demographic Diversity in Canada

February 14 & 16:

Jedwab, Jack. 2008. "Receiving and Giving: How Does the Canadian Public Feel about Immigration and Integration?" Pp. 211-230 in *Immigration and Integration in Canada in the Twenty-first Century*, edited by J. Biles, M. Burstein and J. S. Frideres. Montreal: McGill-Queen's University Press. [CP]

Satzewich & Liodakis. Chapter 3, pp. 75-92; Chapter 4

Movie #2: Who Gets In?

Viewing: 14:35 – 15:25 pm, 02/17/2017

Location: RPHYS 112

Response due: 5 pm, 02/23/2017

Immigration & Multiculturalism

February 21 & 23:

Kymlicka, Will. 2010. "The Current State of Multiculturalism in Canada and Research Themes on Canadian Multiculturalism 2008-2010." Pp. 1-21. Ottawa, ON: Citizenship and Immigration Canada. [MyC]

Satzewich & Liodakis. Chapter 6, pp.158-178.

Stoffman, Daniel. 2004. "The Illusion of Multiculturalism" Pp. 217-241 in *Multiculturalism and Immigration in Canada: An Introductory Reader*, edited by Elspeth Cameron. Toronto: Canadian Scholars' Press. [CP]

****Conference #3 (February 24, 2017): Testing the Limits of Multiculturalism**

Assignment: Write a 500 word essay, in which you identify (and describe) a cultural practice from your ethnic group. Be sure to address the following questions in your essay: (1) Why would the practice be problematic or unproblematic if it were practiced in Canadian public spaces? (2) What/whose norms, standards or values are being violated or upheld? (3) What accommodations, if any, are required of Canadian public spaces and institutions in order to allow the practice to occur?

*******STUDY BREAK (Feb 27 to March 3)*******
NO CLASSES

Canadian/Quebec National Identities

Mar 7 & 9:

Gellner, Ernest. 2006. *Nations and Nationalism*. Oxford: Blackwell. Chapter 1. [CP]

Juteau, Danielle. 2002. "The Citizen Makes an Entree: Redefining the National Community in Quebec." *Citizenship Studies* 6:441-458. [MyC]

Satzewich & Liodakis. Chapter 3, pp. 65-67; Chapter 6, pp.178-184.

March 10: [FREE FRIDAY \(no lecture, movie or conference\)](#)

PART III—CONSEQUENCES OF RACE & ETHNICITY

Indigenous Demography, Intergroup Relations & Inequalities

Mar 14 & 16:

Denis, Jeffrey S. 2015. "Contact Theory in a Small-Town Settler-Colonial Context the Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations." *American Sociological Review* 80:218-242. [MyC]

Satzewich & Liodakis. Chapter 3, pp. 67-75; Chapter 8

RECOMMENDED:

Statistics Canada. 2013. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit*. Ottawa, ON: Minister of Industry. [MyC]

O'Donnell, V. & Wallace, S. 2011. *First Nations, Metis and Inuit Women*. Ottawa, ON: Minister of Industry. [MyC]

Movie #3: Reel Injun

Viewing: 14:35 – 16:30 pm, 04/17/2017

Location: TBA

Response due: 5 pm, 03/23/2017

Mar 21 & 23:

Allan, B. & Smylie, J. (2015). *First Peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada*. Toronto, ON: the Wellesley Institute. Pp. 1-44. [MyC]

Bourassa, Carrie, Kim McKay-McNabb, and Mary Hampton. 2004. "Racism, sexism and colonialism: The impact on the health of Aboriginal women in Canada." *Canadian Woman Studies* 24(1): 23-29. [MyC]

McDonald, D. & Wilson, D. 2016. *Shameful Neglect: Indigenous Child Poverty in Canada*. Ottawa, ON: Canadian Centre for Policy Alternatives. [MyC]

****Conference #4 (Mar 24, 2017): Understanding Inequalities for Indigenous Peoples in Canada**

Assignment: Write a 500 word essay on a contemporary social inequality that exists for Indigenous peoples. What role, if any, does colonialism, racism, and/or systemic discrimination play in the creation and perpetuation of the social inequality you identified? If you believe that colonialism, racism and/or systemic discrimination no longer has a salient role then explain why you think that is the case.

Color-blind and Institutional Racism, and Racial Profiling

March 28 & 30:

Bonilla-Silva, Eduardo, and David Dietrich. 2011. "The Sweet Enchantment of Color-Blind Racism in Obamerica." *Annals of the American Academy of Political & Social Science* 634:190-206. [MyC]

Satzewich & Liodakis. Chapter 7, pp.207-208 and pp. 216-220.

Tator, Carol & Frances Henry. 2006. *Racial Profiling in Canada: Challenging the Myth of "A Few Bad Apples"*. Toronto: University of Toronto Press. Chapter 3, pp. 55-58 & pp. 71-91. [CP]

Recommended:

Bahdi, Reem. 2003. "No Exit: Racial Profiling and Canada's War Against Terrorism." *Osgoode Hall Law Journal* 41:293-317. [MyC]

Movie #4: American History X**

Viewing: 14:35 – 16:30 pm, 03/31/2017

Location: TBA

Responses due: 5 pm, 04/06/2017

***Alternate movie for students who have requested and been granted exemption from watching American History X by instructor.*

Race & Ethnicity in Higher Education

April 4 & 6:

Clark D.A., Kleiman S., Spanierman L.B., Isaac P., and Poolokasingham G. 2014. "Do you live in a teepee?" Aboriginal student's experiences with racial microaggressions in Canada". *Journal of Diversity in Higher Education*. 7 (2): 112-125. [MyC]

Garcia et al. 2011. "When parties become racialized: Deconstructing racially themed parties." *Journal of Student Affairs Research and Practice* 48(1):4-20. [MyC]

Solorzano, D.G., M. Ceja, and T. Yosso. 2000. "Critical race theory, microaggressions, and campus racial climate: The experiences of African American college students." *Journal of Negro Education* 69(1/2):60-73. [MyC]

UNC School of Government. 1991. "On-campus black-face performance is constitutionally protected free speech." Chapel Hill, NC.

<https://csl.soq.unc.edu/node/1036> [MyC]

Recommended:

Sue, D. W., C.M. Capodilupo, G.C. Torino, J.M. Bucceri, A.M. Holder, and K.L. Nadal. 2007. "Racial microaggressions in everyday life: Implications for counseling." *American Psychologist* 62:271-86. [MyC]

****Conference #5 (April 7, 2017): Racialized performances on university campuses**

Assignment: Write a 500 word reflection essay on how you feel about black-face and other racialized performances on university campuses both at McGill and other colleges/universities in Canada and/or the US. Be sure to address the following: (1) Why do racialized performances on university campuses constitute or not constitute racism? (2) How should students, faculty, and university administrators respond to incidents of black-face and other racialized performances on campus? (Be sure to address how each stakeholder should respond)

Solutions workshop

April 11:

No readings

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