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:


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 and lectures 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 26, 2018. You must post your response on MyCourses in the designated discussion thread by 5 pm on Thursday February 1, 2018.

**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. Students are responsible for viewing the alternative movie 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 4 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 (i.e., a student’s own medical emergency or a death in the family) will an excused absence from conference be granted. Students must provide documented proof of their emergency/medical situation. An excused absence from conference only excuses the participation component; students must still complete the assignment within a reasonable time. 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.

Evaluation: You will be evaluated on (i) your knowledge of key terms, theories, and findings from empirical studies covered in the readings and lectures; (ii) your ability to critically analyze concepts as they relate to issues of race and ethnicity, and (iii) giving the right answers. Terms, concepts, and facts 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
© Instructor generated course materials (e.g., power point lecture slides, handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.
DETAILED READING LIST

CP = Course pack
MyC = Download from MyCourses

PART I—CONCEPTS & THEORIES

Historical and Contemporary Conceptions of Race, Racism and Racialization
January 9:
Introduction (no readings)

January 11 & 12: Historical thinking about race
Satzewich & Liodakis. Chapter 1, pp. 9-27.

January 16 & 18: Scientific racism & race genomics


RECOMMENDED:

January 19: Social construction of race
No readings.

Historical and Contemporary Conceptions of Ethnicity
January 23 & 25: Origins of ethnicity
[CP]


**Conference #1 (February 2, 2018): Unpacking Our Implicit Biases**

**Assignment:** There are two components to this assignment:

**Part 1.**
1. Go to [https://implicit.harvard.edu/implicit/demo/](https://implicit.harvard.edu/implicit/demo/)
2. Click on “Project Implicit Social Attitudes”
3. On Preliminary information page, click on “I wish to proceed” (blue text) at the bottom
4. This will bring you to a page with a bunch of IAT tests. For your assignment, choose ONE of the following: Race, Skin-tone, Arab-Muslim, Asian, or Native
5. When you finish, print out a copy of your results summary to bring to conference. **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.

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**Defining & Understanding Racial Prejudice & Discrimination**

February 6 & 8:


**NOTE:** February 9th is a FREE FRIDAY (no lecture, movie or conference).
Whiteness & White Privilege
February 13 & 15:


**Conference #2 (February 16, 2018): 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 20 & 22:


Satzewich & Liodakis. Chapter 3, pp. 73-84; Chapter 4, pp. 92-119.

Movie #2: Who Gets In?
Viewing: 14:35 – 15:25 pm, 02/23/2018
Location: RPHYS 112
Response due: 5 pm, 03/1/2018
**Conference #3 (March 2, 2018): 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 (March 5 to 9)******

NO CLASSES

**Canadian/Quebec National Identities**

March 13 & 15:


Satzewich & Liodakis. Chapter 3, pp. 63-64; Chapter 6, pp. 171-177.

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**Movie #3: Reel Injun**

Viewing: 14:35 – 16:30 pm, 03/16/2018
Location: TBA
Response due: 5 pm, 03/28/2018
PART III—CONSEQUENCES OF RACE & ETHNICITY

Indigenous Demography, Intergroup Relations & Inequalities
March 20 & 22:

Satzewich & Liodakis. Chapter 3, pp. 65-73; Chapter 8

RECOMMENDED:


**Conference #4 (Mar 23, 2018): 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.

March 27 & 29:


Color-blind and Institutional Racism, and Racial Profiling
April 3 & 5:


Recommended:

Movie #4: American History X**
Viewing: 14:35 – 16:30 pm, 04/6/2018
Location: TBA
Responses due: 5 pm, 04/12/2018

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

Race & Ethnicity in Higher Education
April 10, 12 & 13:


Recommended: