

**SOC6109 Ethnicity II (Fall 2017):
New and Ongoing Issues in the Sociology of Race and Ethnicity**

Instructor: Dr. Neda Maghbouleh
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Day/Time: Thursdays 1:00-3:00p, Room 240
Office hrs: Thursdays 12:00-1:00p, Room 364

Course Description

This course is an inquiry into several of the most pressing debates in race and ethnicity, a subfield central to North American sociology. We will engage primarily with theory and research in the subfield with the caveat that, as necessary, we will turn to classic and historical texts for grounding. Our short semester requires us to focus very squarely on race and ethnicity at the expense of other intersecting categories of analysis. Therefore, we will exercise reflexivity throughout the term about which research streams are and are not covered. Debates and research streams covered include: racialization, critical race theory, updated theories of assimilation, whiteness, and the role of race in knowledge production. If you choose to build your academic career in this area, it is essential that you are conversant in these debates and can situate your own intellectual contribution in some sort of relation to these streams.

Course Goals

- Students will leave the course with an understanding of the ongoing issues and debates in the Sociology of Race and Ethnicity, as well as an understanding of their historical antecedents.
- Put another way, students will have a frame of reference for what sociologists of race and ethnicity are talking about—and why they’re talking about what they’re talking about.
- Put yet another way, students will leave this course hypothetically able to “hold their own” in an informal “hotel lobby” chat with any professor of the sociology of race/ethnicity at the annual ASA meeting.
- Students will leave significantly more equipped to take the Immigration/Ethnicity Area Exam.
- Students will have a storehouse of knowledge and citations to draw upon in order to maximize their contribution to the subfield.

As this is a graduate-level course, the “hidden curriculum” of the course is to professionalize you (e.g. to get you ready for presenting at conferences, submitting articles for peer-review while in graduate school, and eventually going on the job market). As this is a topical seminar these things are not our primary areas of foci, but we’ll be engaging them in *constant*, non-obtrusive ways.

There is a significant amount of reading required for this course—equivalent to one scholarly book per week. This is a standard expectation of graduate students at the top Sociology programs in North America. You have been warned.

Required Texts

Students must purchase or borrow from the library the following books:

- 1) Mustafa Emirbayer and Matthew Desmond, *The Racial Order*.
- 2) Ruth Frankenberg, *White Women, Race Matters*.
- 3) Charles Mills, *The Racial Contract*.
- 4) Michael Omi and Howard Winant, *Racial Formation in the United States* (2014 edition required).
- 5) Wendy Roth, *Race Migrations*

All other readings can be found on Portal.

Course Structure

This is a weekly discussion-based seminar course. Each day will begin by thematically orienting the discussion topics everyone has brought in (see below), which will be followed by the scheduled presenter(s) providing a brief summary of the readings and asking some of his/her own initial questions to get our conversation started. I'll provide mini-lectures to give the requisite background when needed, but will mostly work to keep our conversation on topic and productive.

Scholarly Attitude

Usually called "participation", the adoption of a "scholarly attitude" is worth **10% of your final grade**. Students with a scholarly attitude take the role of graduate student seriously and demonstrate their commitment to academic pursuits by actively engaging in the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, and generally going above and beyond the requirements of the course. Enrollees who lack a scholarly attitude passively complete the readings and responses and are primarily concerned with doing the minimum required in the course, obtaining a particular grade in the course, and cutting corners in an effort to appear more prepared than they really are. Graduate students who adopt a scholarly attitude are practicing their identity as they look forward to their future careers. Graduate students who do not adopt a scholarly attitude are still looking backward to the past and need to leave undergraduate expectations behind.

Additional Metrics of Evaluation

- Each week you will bring two discussion topics pertaining to each assigned reading. Your discussion topics should make it clear that you've completed the reading and understand the questions and issues at hand (**10% of final grade**)
- We will be rotating presentation of the day's topic. In your rotation you will be responsible for giving a ten-minute summary, and posing initial questions and discussion topics. (**10% of final grade**)
- You are responsible for submitting reading responses at the beginning of five of the twelve class meetings. These should be 500-750 words, or two to three typed, double spaced pages. You might want to match some of these up with your rotation in presenting the day's topics. (**15% of final grade**)
- In **Week 6** you will be submitting a one-page final paper proposal/outline. (**5% of final grade**)
- In **Week 12** we will be holding a mini-conference for our final class in which you will be giving a 15-minute, conference-style presentation on your term paper. Don't worry, if you don't know how to do this, I'll show you. (**15% of final grade**)
- Your final paper, of about 15 pages, is due **one week after the last class**. I'll provide guidelines. (**35% of final grade**)

Plagiarism and Late Policies

Late work will be graded down by the equivalent of 1 letter grade for each 24-hour period. Plagiarism is unacceptable and dealt with accordingly.

Week 1: Introduction (Sept 14)

[Overview of the area; assigning weekly leader responsibilities; mini-lecture on classical assimilation theory]

1) Cornell, Stephen and Douglas Hartmann. (2004). "Conceptual Confusions and Divides: Race, Ethnicity, and the Study of Immigration." P.23-41 in: *Not Just Black and White*, edited by Nancy Foner and George M. Fredrickson. New York: Russell Sage Foundation.

Week 2: New Theories of Assimilation & Their Critiques (Sept 21)

1) Alba, Richard and Victor Nee (1997). "Rethinking Assimilation Theory for a New Era of Immigration," *International Migration Review* 31(4): 826-874.

2) Portes, Alejandro, and Min Zhou (1993). "The New Second Generation: Segmented Assimilation and its Variants." *Annals of the American Academy of Political and Social Sciences* 530: 74-96.

3) Zhou, Min. (1997). "Segmented Assimilation: Issues, controversies and Recent Research for the New Second Generation." *International Migration Review* 31:975-1008.

4) Jung, Moon Kie. (2009). "The Racial Unconscious of Assimilation Theory," *Du Bois Review* 6(2): 375-95.

5) Treitler, Vilna Bashi. (2015). "Social Agency and White Supremacy in Immigration Studies." *Sociology of Race and Ethnicity* 1(1): 153-65.

Week 3: Racial Formation in the United States (Sept 28)

1) Omi, Michael and Howard Winant. (2014). *Racial Formation in the United States* (entire book).

Week 4: Racialization (Oct 5)

1) W.E.B. Du Bois. (1903). *The Souls of Black Folk* (Forethought and Ch 1).

2) Mills, Charles (1997). *The Racial Contract* (entire book).

Week 5: Race as Prejudice, Structure, or Neither (Oct 12)

1) Bonilla-Silva, Eduardo. (1997). "Rethinking Racism: Toward a Structural Interpretation," *American Sociological Review*. 62(3): 465-480.

2) Loveman, Mara. (1999). "Is 'Race' Essential?" *American Sociological Review* 64(6): 891-898.

3) Bonilla-Silva, Eduardo. (1999). "The Essential Social Fact of Race" *American Sociological Review* 64(6): 899-906.

4) Brubaker, Rogers, Mara Loveman, and Peter Stamatov. (2004). "Ethnicity as cognition," *Theory & Society* 33: 31-64.

Week 6 (paper proposal/outline due): Whiteness (Oct 19)

1) Frankenberg, Ruth. (1993). *White Women, Race Matters: The Social Construction of Whiteness* (entire book).

2) Lipsitz, George. (1998). Selections from *The Possessive Investment in Whiteness: How White People Profit from Identity Politics*.

Week 7: Critical Race Theory (Oct 26) NOTE: CLASS HELD AT REGULAR MEETING TIME but Prof. Jerry Flores (new Assistant Professor of Sociology) is covering instructor duties this week; Prof. Maghbouleh is out of town @ UC Berkeley & San Francisco State

1) Collins, Patricia Hill. (1990). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, Chapters 1, 2 and 11.

2) Crenshaw, Kimberle. (1991). "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, 6: 1241-1299

Week 8: Key Canadian Contributions (Nov 2)

1) Boyd Monica. (2009). Social Origins and the Educational and Occupational Achievements of the 1.5 and Second Generations, *Canadian Review of Sociology* 46(4): 339-369.

2) Reitz, Jeffrey G., and Sherrilyn M. Sklar. (1997). Culture, race, and the economic assimilation of immigrants. *Sociological Forum* 12:233-277.

3) Backhouse, Constance. (1999). Selections from *Colour-Coded: A Legal History of Racism in Canada, 1900-1950*.

READING WEEK -- NO CLASS ON NOV 9

Week 9: Ethnicity Frameworks NOTE: CLASS IS RESCHEDULED to 1-3 pm on Fri, Nov 17 in Rm 41, as Prof Maghbouleh is speaking @ Pathways 2 Prosperity Conference in Toronto during regular meeting time

(1) Waters, Mary. (1990). *Ethnic Options: Choosing Identities in America*. Berkeley: University of California Press. (Chapters 1 and 2)

2) Tomás R. Jiménez, Corey Fields, and Ariela Schachter. "How Ethnoraciality Matters: The View Inside Ethnoracial 'Groups.'" *Social Currents* 2(2): 107-115.

Week 10: The Racial Order (Nov 23)

1) Emirbayer, Mustafa and Matthew Desmond. (2015). *The Racial Order* (entire book).

Week 11: Transnational Sociology of Race (Nov 30)

1) Roth, Wendy. (2012). *Race Migrations* (entire book)

Week 12: In-Class Mini-Conference (Dec 7)