

SOC6109 Ethnicity II: Summer 2018
New and Ongoing Issues in the Sociology of Race and Ethnicity

Instructor: Dr. Neda Maghbouleh Day/Time: Mondays and Wednesdays 1-3 pm, Room 240
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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 1/2 or 1 scholarly book per session. 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) Charles Mills, *The Racial Contract*.
- 2) Michael Omi and Howard Winant, *Racial Formation in the United States* (2014 edition required).

All other required readings can be found on our course website and/or the University of Toronto library website (login required).

Course Structure

This is a 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

- For each session 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. This should be typed out and printed, or hand-written. You will turn these in to me at the end of each session. **(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 eleven class meetings with substantive readings. 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. **(20% of final grade)**

- In **Session 6** you will be submitting a one-page, double spaced final paper proposal/outline. **(5% of final grade)**
- In **Session 12** we will be holding a mini-conference for our final class in which you will be giving a 12-minute, conference-style presentation on your term paper. Don't worry, if you don't know how to do this, I'll show you. **(10% of final grade)**
- Your final paper, of about 15 double spaced 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.

Session 1: (May 7) Introduction

[Overview of the area; getting to know one another; assigning leader responsibilities]

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.

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

Session 2: (May 9) Theories of Assimilation & The Critique by Sociology of Race

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.

Session 3: (May 14) Racial Formation in the United States

1) Omi, Michael and Howard Winant. (2014). *Racial Formation in the United States* (at least first half of book).

Session 4: Racial Formation, Continued (May 16)

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

Session 5: Souls of Black Folk & The Racial Contract (May 23)

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

2) Mills, Charles (1997). *The Racial Contract* (first half of book).

Session 6 (paper proposal/outline due): Racial Contract, Continued (May 28)

1) Mills, Charles (1997). *The Racial Contract* (second half of book).

2) Maghbouleh, Neda. (2017). Chapter 1, *The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race*.

Session 7: Critical Race Theory (May 30)

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

3) Harris, Cheryl. 1993. "Whiteness as Property," *Harvard Law Review*, Vol. 106, No. 8 (Jun), pp. 1707-1791 (Reprinted in *Critical Race Theory: The Key Writings that Formed the Movement*).

Session 8: Racial Empire (June 4)

1) Said, Edward. *Orientalism*. Vintage, 1979. "Introduction", pp. 1-28

2) Fanon, Franz. [1952] 1982. *Black Skin, White Masks*. New York: Grove Press. Chapter 1, pp.

17- 40.

3) Cainkar, Louise and Saher Selod. 2018. "Review of Race Scholarship and the War on Terror," *Sociology of Race and Ethnicity* <https://doi.org/10.1177/2332649218762808>.

Session 9: Ethnicity and the Vertical Mosaic (June 6)

1) Porter, J. 1965. *The Vertical Mosaic: An Analysis of Social Class and Power in Canada*. Toronto, University of Toronto Press. (Preface, Chapters 1, 3, 7 and 9)

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

Session 10: Whiteness (June 11)

1) Twine, France Winddance and Charles Gallagher. 2008. "The future of whiteness: a map of the 'third wave.'" *Ethnic and Racial Studies*, 31(1):4-24

2) 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.

3) Vargas, Nicholas. 2015. "Latina/o Whitening? Which Latina/os Self-Classify as White and Report Being Perceived as White by Other Americans?" *Du Bois Review* 12(1): 119-36.

Session 11: Measuring Race (June 13)

1) Roth, Wendy D. "The multiple dimensions of race." *Ethnic and Racial Studies* 39.8 (2016): 1310-1338.

2) Penner, Andrew and Aliya Saperstein. 2008. "How Social Status Shapes Race." *Proceedings of the National Academy of Science* 105(50): 19628-30.

3) 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.

Session 12: Mini-Conference (June 14 or 15 -- THURSDAY OR FRIDAY -- in lieu of Makeup Monday) -- Exact date/time TBD