This course provides an overview of some of the major themes, theoretical frameworks and controversies in the Sociology of Race and Ethnicity of English-speaking North America today, taking into account some of the major conceptual approaches and research agendas, and their methodological and empirical implications. Despite the North American sociology focus, students will be encouraged to think beyond national and disciplinary boundaries. We will also read some works by authors from outside sociology and from outside of North America (although still limited to English-language publications), and we will be often thinking about the extent to which North American sociological approaches are valid elsewhere. The readings will overlap significantly with the first half of the comprehensive examination in Race, Ethnicity and Immigration, and thus will also aid students who are intend to take the exam.

Readings
Readings are listed in the course outline below. Readings are available electronically on Blackboard.

Assignments, responsibilities and grading

**Grading breakup**

weekly memos: 25% (10 memos, 2.5% each)
paper proposals: 5%
paper presentations: 10%
leading discussion in class: 10%
final paper: 50%

**Reading and participation:** It is expected that students will have done all the required readings for that week and are prepared to discuss it as class starts. Recommended
readings are listed primarily as a resource for further reading depending on the students’ interests and there is no formal expectation with regard to these readings.

*Weekly memos.* These are short (one single-spaced typed page) written responses to the readings for each week. The point of this exercise is to get you in the habit of writing as a natural accompaniment to critical, reflective reading. It is also meant to ensure that everyone comes to class prepared for a critical discussion. The memos should not summarize the week’s reading, but critically *engage* it. Specifically, your memos should do the following:

1. identify a central issue at stake in this set of readings;
2. identify the points of agreement on this issue (if there are any);
3. identify the core disagreements;
4. state and explain your position on the issue;
5. list two questions that you would like to discuss in class about the readings.

Memos should be emailed to the class list by Wednesday before the class when the readings are due, at 8pm. You should do 10 memos during the semester. This means that you can opt out of doing the memo during one week.

*Leading discussion*

Each student should choose one week where they will serve as the facilitators for the discussion. Facilitators can start with summarizing points in the reading that they found interesting, going straight into questions, or asking other students to express their general opinions on the readings. You are also encouraged to use some of the questions in your classmates’ memos as a basis for discussion. Discussants should try to keep the conversation lively and engaging, but should also give the opportunity for other students to intervene, express their opinions and ask their questions. The professor will participate in the discussion, intervene with clarifications and background information, and ask additional questions to the class when appropriate.

*Final paper*

**Due date TBA**

You should write a final paper with 5 000 to 10 000 words in length. Papers need to be well-written, coherent and original, and must relate in some way to the topic of the class.

The topic of the paper is flexible, but here are some options:

1. Write a paper that investigates more deeply a theoretical, conceptual, or methodological approach or debate, or empirical claims, raised in the class. This paper should not be just a review of the literature but should be centered around an original argument that the student wants to make.
2. Write a paper using empirical data address a topic from the class discussion
(3) Write a paper that uses some issue raised in the class to help illuminate some of the literature about race and ethnicity in Canada, or in another context of your choice, or making a link between different contexts.

(4) Write a research proposal for an empirical research project that you want to conduct in the near future, or in your dissertation, and that is related to the class materials. If you do this, the proposal should contain the theoretical justification for your project, that is, a discussion of the controversies in the literature that your empirical study would try to resolve.

(5) If you have been working on a paper for another class and want to revise it for this class to send it for publication, you can do it, but you need to show me the original paper in the beginning of the semester, and you must show significant improvement of the paper during the course of the semester.

**Other paper-related assignments**

**Paper proposal (required, due Week 4, October 4):**

You must do a 1-3 page proposal of your paper, explaining the main theoretical or empirical questions that you plan to engage, how you will go about doing that (what kinds of methods, what kind of literature, etc.), and a brief outline of your paper. Proposals submitted on time will generally get full credit, but good proposals will help me guide you toward writing a good final paper. Students would be advised to consider carefully the comments they receive on their proposals.

**Come to my office and talk about your paper (optional but highly recommended)**

Although I will not grade you based on whether you come to my office and talk about your paper, exchanging ideas with me about it is highly recommended. I will give you written feedback on your proposal but you'll get much more out of me if you actually come talk to me. Come to my office hours or, if you can't make it on that schedule, email me and we can schedule an appointment.

**Paper presentation**

You will be required to do a short (10-minute) presentation of your research paper in class. You should present as you would do in a conference, talking about your main ideas in a clear and concise way.
Course Outline

Week 1, Sept. 13. Introduction

Week 2, Sept. 20. Is there a cannon?


Week 3, Sept. 27. Social structure, hegemony and racism


**Week 4, Oct. 4. Intersectionality**


**Week 5, Oct 11. Interrogating Whiteness**


**Week 6, Oct 18. Post-colonial approaches**


Hall, Stuart “Cultural identity and diaspora.” In: Rutheford, Jonathan, Identity, Community, Culture and Difference, pp. 222-237.


**Week 7, Oct 25. Settler colonialism and de-colonial approaches**


**Week 8, Nov. 1. Groupness, categories, boundaries: conceptual approaches**


Wimmer, Andreas. *Ethnic Boundary Making: Institutions, Power, Networks.* (Introduction, Chapters 2 and 3), pp. 1-78


**Week 9, Nov. 8. Groupness, categories, boundaries: cross-national variation**


**Week 10, Nov. 15. Race, ethnicity, citizenship and national belonging**


Haque, Eve. Multiculturalism within a Bilingual Framework, Chapter 2 (“Historical context”), pp. 31-52.


**Week 11, Nov. 22. Skin color, language, religion**

Telles, Edward and PERLA. 2014. Pigmentocracies: Ethnicity, Race, and Color in Latin America, Chapters 1 and 6, pp. 1-35, 218-236


**Week 12, Nov. 29. Reconciling theory and methods: how to work with statistics while thinking sociologically about "race" and "ethnicity"**


