

Sociology of Race and Ethnicity
SOC210H1F
Fall 2018; Mondays 2-4pm

Instructor: Professor Tahseen Shams
Office Hours: Tuesday 4-6pm
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Class Location: WI1016 Wilson Hall – New College, 40 Wilcocks Street

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Course Description

How has sociology tackled the question of race? How are race and ethnicity used to draw boundaries between “us” and “them”? How does immigration—the influx of diverse people from foreign lands—shape how we view these boundaries? And why do some boundaries erode over time while others remain salient? This course explores the answers to these questions and many others by introducing students to some of the central theories and debates on race and ethnicity in the discipline of sociology. Using academic texts as well as movies, T.V. shows, images, and newspapers, we will analyze: how race and ethnicity are historically, socially, and politically constructed; how they become manifest in society; and how they inform our general understanding of nationalism, citizenship, and identity. The first half of the course will focus on some central theoretical and methodological approaches for studying racial and ethnic boundaries. The second half will link race and ethnicity to various areas of social inequality in the contexts of Canada.

Course Objectives

The main goal of this course is to help students gain a general understanding of: 1) how social constructs, as exemplified by race and ethnicity, shape real-life experiences and identities; and 2) how race and ethnicity have been studied in sociology. The class is designed to develop students’ sociological imagination by having them apply theoretical frameworks to explain real-life situations; linking micro, individual stories to macro, structural forces.

Prerequisite

All students must have taken SOC101Y or SOC102H or SOC100H prior to enrolling in this class. Students without this prerequisite will be removed at any time discovered and without notice.

Required Textbook

Satzewich, Vic and Nikolaos Liodakis. 2017. *“Race” and Ethnicity in Canada: A Critical Introduction*, Fourth Edition. Don Mills: Oxford University Press Canada. (Available at the U of T Bookstore)

Additional readings will be made available on the course website.

Course Requirements

1. Active Class Participation: Students are expected to come to class having read the assigned texts so that we can engage in lively group discussions. Materials covered in these discussions (such as movies, music, images) are testable material. I encourage students to ask substantive questions and bring outside sources of information to the discussions. As a teacher, I believe students should be challenged to think sociologically and understand different points of view, even if they find some ideas to be uncomfortable. As such, I expect students to objectively assess the strengths and weaknesses of an argument—even if they disagree with it—and then present a convincing case to support their views using empirical evidence or facts. I will also give in-class quizzes that will count towards the final grade for the course. The quizzes will be based on that day's readings and class lecture.
2. Tests: The in-class midterm and final tests will cover the readings, lectures, and other forms of media (like movies, images, music) discussed in class. The tests are non-cumulative, meaning that the final test will not include materials tested in the midterm.
3. Final Paper: Over the course of the semester, we will watch several movies followed by in-class discussion and quizzes. These quizzes will be practice for the final paper, a 5-6 page (double-spaced) analytical essay. Students are to select a movie (preferably one that has not been shown in class). They are then to analyze that movie using the readings and concepts that we covered throughout the course. This essay is not a reflection piece, but an exercise to assess if students can apply sociological concepts and empirical evidence to critically think about complex issues of race and ethnicity.

Course Evaluation

Assignments	Points (100 points total)
In-class Quizzes	30
Midterm Test	20
Final Test	20
Final Paper	30

Grades

Out of a total of 100 points, students will have to overall score the following to get the corresponding final grades.

90-100 = A+	77-79 = B+	67-69 = C+	57-59 = D+	
85-89 = A	73-76 = B	63-66 = C	53-56 = D	49 or below = F
80-84 = A-	70-72 = B-	60-62 = C-	50-52 = D-	

Course Policies

1. Attendance: Attendance is mandatory. Students are responsible for all material presented in class. Students who are unable to attend class on a given day are responsible for obtaining notes on all material covered, including lecture material and course announcements.

2. Make-Up Tests and Assignments: Students cannot make-up in-class quizzes and tests or submit late papers unless they missed the original date for reasons beyond their control (such as, illness, accidents, funerals). In these extraordinary circumstances, the student must contact me within 3 days of the missed lecture and submit proper VOI documentation, doctor's note (which MUST indicate start and anticipated end date of illness), or signed note from the college registrar. Students who have been approved by me to take make-up tests/quizzes will do so in the next scheduled lecture day. However, the questions for the make-up test questions and quizzes may be different from those on the original date. There will be no make-up for make-up tests/quizzes.

Link to VOI documentation: <https://www.economics.utoronto.ca/munro5/Verification-of-Illness-or-Injury-form-2013.pdf>.

3. How to Submit the Final Paper: Students are to submit their final paper online via Quercus **before the beginning of class (i.e., before 2pm)** on November 26. **I will not accept late submissions** unless for extraordinary circumstances and without documentation as outlined above. **Grades will not be reweighed** to earlier or later assignments.
4. Late Attendance for Tests: Because the test starts at the beginning of the class, if you arrive late you must turn in your test at the same time as other students do (this means you will **not** get extra time to compensate for the late arrival).
5. Remarking the Tests: If you feel that your test answers were not properly evaluated you may request a remark. But, all requests for re-grading the course assignments should be made to your TA within **one week** of the date when the assignments are returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to your TA. No re-grading requests will be considered if the request is submitted more than one week after the assignments are returned to the class. Keep in mind that compared to the original mark, a new grade can go up, remain the same or go down.
6. Communication: Please direct your emails and questions to the course TA. When emailing, please use your utoronto.ca address. Please also include "SOC210" and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 3 business days. Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should attend office hours and/or schedule an appointment with the TA or the professor.
7. Making Appointments: TA office hours are by appointment only. If you would like to meet with your TA to discuss assignment feedback, test preparation, course content or concerns, please contact them with 24-hour notice (via email). TAs will not hold office hours unless notified of a student's arrival. Professor Shams has drop-in office hours on Tuesday from 4-6pm on Tuesdays.
8. Accessibility: If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

9. Academic Integrity: Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rulebook for academic behavior at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- . Using someone else's ideas or words without appropriate acknowledgement.
- . Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- . Submitting your own work in more than one course without the permission of the instructor.
- . Making up sources or facts.
- . Including references to sources that you did not use.
- . Obtaining or providing unauthorized assistance on any assignment including:
 - Working in groups on assignments that are supposed to be individual work
 - Having someone rewrite or add material to your work while "editing"
- . Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- . Using or possessing any unauthorized aid, including a cell phone.
- . Looking at someone else's answers
- . Letting someone else look at your answers.
- . Misrepresenting your identity.
- . Submitting an altered test for re-grading.

Misrepresentation:

- . Falsifying/ altering documentation required by the University, including doctor's notes.
- . Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please seek the advice of your college registrar.

10. Plagiarism: Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behavior on Academic Matters" in the Calendar of the Faculty of Arts and Science.

Class Schedule

September 10: Course Overview

September 17: The Social Construction of Race and Ethnicity

- Satzewich, Vic and Nikolaos Liodakis. 2017. *“Race” and Ethnicity in Canada: A Critical Introduction*, Fourth Edition. Don Mills: Oxford University Press Canada. (Chapter 1)

September 24: Boundary-Making and Identity

- Wimmer, Andreas. 2008. The Elementary Strategies of Ethnic Boundary Making. *Ethnic and Racial Studies* 31(6): 1025-1055.
- Satzewich, Vic and Nikolaos Liodakis. 2017. *“Race” and Ethnicity in Canada: A Critical Introduction*, Fourth Edition. Don Mills: Oxford University Press Canada. (Pp. 30-35 and 39-58)

October 1: Racism—The Making of an “Other”

- Satzewich, Vic and Nikolaos Liodakis. 2017. *“Race” and Ethnicity in Canada: A Critical Introduction*, Fourth Edition. Don Mills: Oxford University Press Canada. (Chapter 7)
- Said, Edward. 1979. *Orientalism*. 25th anniversary edition. New York, NY: Vintage. (Preface. pp. 1-15 and 26-28)

October 8: Thanksgiving; no class

October 15: Culture and the Changing of Boundaries

- Brodtkin, Karen. 2000. *How Jews Became White Folks and What That Says About Race in America*. New Brunswick, NJ: Rutgers University Press. (Chapter 1)
- Satzewich, Vic and Nikolaos Liodakis. 2017. *“Race” and Ethnicity in Canada: A Critical Introduction*, Fourth Edition. Don Mills: Oxford University Press Canada. (Pp. 35-42; Chapter 4)
- Recommended reading: Alba, Richard. 2005. “Bright versus Blurred Boundaries: Second Generation Assimilation and Exclusion in France, Germany, and the United States.” *Ethnic and Racial Studies* 28(1): 20-49.

October 22: In-class Midterm Test

October 29: Intersections of Race/Ethnicity, Gender, and Class

- Collins, Patricia Hill. 1991. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. (Chapter 11)
- Satzewich, Vic and Nikolaos Liodakis. 2017. *“Race” and Ethnicity in Canada: A Critical Introduction*, Fourth Edition. Don Mills: Oxford University Press Canada. (Chapter 5)

November 5: Reading Week; no class

November 12: Race/Ethnicity, Nationalism, and Citizenship

- Satzewich, Vic and Nikolaos Liodakis. 2017. *“Race” and Ethnicity in Canada: A Critical Introduction*, Fourth Edition. Don Mills: Oxford University Press Canada. (Chapter 3)
- Howard-Hassmann, Rhonda E. 1999. “‘Canadian’ as an Ethnic Category: Implications for Multiculturalism and National Unity.” *Canadian Public Policy* 25(4): 523-537.
- Thobani, Sunera. 2000. “Closing Ranks: Racism and Sexism of Canada’s Immigration Policy.” *Race and Class* 42(1): 35-55.

November 19: Multiculturalism

- Satzewich, Vic and Nikolaos Liodakis. 2017. *“Race” and Ethnicity in Canada: A Critical Introduction*, Fourth Edition. Don Mills: Oxford University Press Canada. (Chapter 6)
- Wayland, Sarah V. 1997. “Immigration, Multiculturalism and National Identity in Canada.” *International Journal on Minority and Group Rights* 5(1): 33-58.

November 26: Race/Ethnicity in a Global Context

- **Final Paper Due**
- Satzewich, Vic and Nikolaos Liodakis. 2017. *“Race” and Ethnicity in Canada: A Critical Introduction*, Fourth Edition. Don Mills: Oxford University Press Canada. (Chapter 9)
- Rana, Junaid. 2011. *Terrifying Muslims: Race and Labor in the South Asian Diaspora*. Durham, NC: Duke University Press. (pp. 25-49)

December 3: In-class Final Test

Rubric for Final Paper

	Excellent	Proficient	Fair	Inadequate
Thesis	Thesis is clearly presented in the opening and concluding sections of the paper.	Thesis is evident in the argument, but is not clearly stated.	Thesis is unclear, and it takes work for the reader to fish it out of the text.	There is no evident thesis.
Argumentation	Argument is presented clearly and logically. Logical points build directly upon the thesis and prior points.	Argument is presented clearly and logically, but points do not necessarily build on each other.	Argument is rambling, and there are contradictions left unaddressed.	There is no discernable argument.
Use of Evidence	Each logical point is backed up by one or more examples. Evidence is strong and sufficient to advance the argument.	Each logical point is backed up by one or more examples. Evidence advances the argument, but it may not be sufficient.	Several points of the argument are left without evidence. Evidence is insufficient.	A few pieces of evidence are thrown in here or there, but not used to defend the main argument.
Application of Readings, Lectures, and Concepts	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.	Course readings are used. Concepts are left undefined, or poorly defined.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.
Originality	Argument is original and creative. Goes substantially beyond points raised in lecture and readings. Concepts are related to each other in interesting and creative ways.	Argument is strong and interesting, but does not bring in ideas beyond what was discussed in the course. Concepts are put in conversation with each other.	Argument is expository rather than analytical. Concepts are described, but dealt with separately and not explicitly related to each other.	Argument is weak and incoherent.
Organization and Writing	Clear organization with a natural flow. Includes an introduction, transition sentences to connect major ideas, and conclusion. There are few or no grammar or spelling errors. Minimal passive voice. Ideas and evidence are correctly cited.	Clear organization, with introduction, transitions and conclusion, but writing is not always fluid. There are several grammar or spelling errors. Ideas and evidence are correctly cited.	Organization is unclear or without necessary component parts. Significant grammar or spelling errors (but not both). Ideas and evidence are correctly cited.	Little discernable organization. Significant grammar and spelling errors. Ideas and evidence are not correctly cited, or not cited at all.