

## **SOC210H1F: Sociology of Race and Ethnicity**

Instructor: Dr. Yukiko Tanaka  
Department of Sociology  
University of Toronto  
Fall 2024

**Time and Location:** Wednesdays 5:10 – 7:00 pm, location on Quercus & ACORN  
**Office Hours:** Wednesdays 10-12 and Thursdays 3-4 on Zoom (info on Quercus)  
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**Statement of Acknowledgement:** I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. [<https://indigenous.utoronto.ca/about/land-acknowledgement/>]

In the context of this course race and ethnicity, I encourage students to critically reflect on what this statement of acknowledgement means to you in your social location. How have historical and contemporary waves of white and non-white migration and settlement contributed to the continuing dispossession of Indigenous peoples and lands? How have Indigenous people and newcomers been racialized in relation to each other? What is your relationship to these dynamics?

Read more about the University of Toronto's response to the Truth and Reconciliation Commission of Canada here: <https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf>

**Course Description:** This course is an introduction to the sociological study of race and ethnicity. Race and ethnicity are pervasive structures that impact our everyday lives, from microinteractions to institutional practices and policies. While everyone has a commonsense understanding of race and ethnicity, sociology helps us understand these phenomena in a systematic way that allows us to see how race and ethnicity works at multiple levels through different periods of history and geographical contexts. By gaining a deeper understanding of how racial inequality is reproduced, we can also strive toward social change. In this course, we will examine competing theoretical explanations of race and ethnicity along with empirical studies of race and ethnicity as they pertain to gender and sexuality, education, employment, criminal justice, multiculturalism, and social movements. The course will have special emphasis on the Canadian context of settler colonialism and successive waves of immigration, but we will also consider race and ethnic relations in the US and beyond.

**Prerequisites:** All students must have completed SOC100H prior to enrolling in this class. Students without this prerequisite will be removed at any time discovered and without notice.

## Learning Objectives

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1. Apply theories of race and ethnicity in different contexts across time and space and critically evaluate their usefulness.
2. Identify historical and contemporary ways in which im/migration and settler colonialism have shaped race and ethnic relations in Canada.
3. Understand and evaluate empirical work on selected topics in race and ethnic relations, including social change.
4. Draw connections between scholarly work on race and ethnicity, current political events and everyday life.

## Evaluation Components

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	Due	Weight
In-Class Quizzes	Ongoing	10%
Critical News Analysis	September 25	15%
Term Test #1	October 9	25%
Research Essay	November 13	25%
Term Test #2	November 27	25%

### In-Class Quizzes – 10%

These short reflective quizzes will be completed in class on Weeks 2-5 and 7-11. They are meant to be low-stakes ways for you to engage more deeply with class materials. You will have the opportunity to discuss the questions with your peers before submitting the answers. You must submit the assignment online before leaving class.

Each in-class quiz is worth 2%, so you need to complete 5 quizzes to make up the full 10%. There are 9 opportunities to complete the quizzes, so do not worry if you have to miss class on occasion. If you complete more than 5 quizzes, I will keep the top 5 scores. There will be no opportunities to make up missed quizzes.

### Critical News Analysis – 15%

In this short essay, you will choose a recent news article pertaining to an issue in race/ethnicity in Canada. You will connect this article to at least two scholarly sources – one can be the course textbook. This essay will be a maximum of 2 double spaced pages in length. More details will be provided in class.

### Research Essay – 25%

In this essay, you will select an issue in race and ethnicity and write a critical research essay exploring a clearly articulated stance on that issue. Then, you will profile an organization, social movement, or network that is working to create change in your chosen issue. This essay will be 3-4 double spaced pages in length. More details will be provided in class.

### Term Tests – 25% each

There will be two term tests held during regular class time. Test #1 is on Oct 9 and covers material from Classes 1-5. Test #2 is on Nov 27 and covers material from Classes 7-11. Tests will consist of multiple choice, short answer and essay style questions.

## Course Policies

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**Course Readings:** Each week there are two assigned readings: one chapter from the textbook and an additional reading from a scholarly book or journal. Ebooks and physical copies of the textbook, *“Race” and Ethnicity in Canada: A Critical Introduction (5e)*, by Vic Satzewich, are available through the U of T Bookstore. All other readings will be made available on Quercus. Both the textbook and additional readings are mandatory.

**Course Communication:** The Quercus discussion boards are available as a space to connect with myself, the TA, and fellow students regarding the course material and assignments. If you need help understanding the course material or the assignment requirements, please post your question on Quercus so that the class can benefit from the answers. If your question is sensitive in nature or you don't get a satisfactory answer on Quercus, you may also email me or the TA directly, or attend my office hours on Zoom on Wednesdays 10-12 or Thursdays 3-4.

**Community Agreement:** During the first class, we will collaboratively draft and sign on to a Community Agreement that establishes a code of conduct and guidelines on how we will maintain a collegial classroom environment, including how we will respectfully engage in discussions of sensitive topics like racism, xenophobia, violence, and discrimination. If a conflict arises, we will refer back to the Community Agreement to resolve it. As such, all students are expected to familiarize themselves with the Community Agreement and abide by it at all times.

**Accessibility:** The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please visit <http://studentlife.utoronto.ca/as> or email [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) as soon as possible. For specific COVID-19 related accessibility concerns, please visit <https://www.studentlife.utoronto.ca/as/covid-19-updates>.

**Missed Deadlines and Tests:** Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. Within three days of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with one of the following:

- Absence declaration via ACORN
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

**Late Assignments:** Late assignments without a valid excuse will be deducted 5% per day, including weekends and holidays. Each student is entitled to a one-week extension on **one** assignment per

term, no questions asked. To use this extension, you must submit the [Extension Request Form](#) at least 24 hours before the due date.

**Grade Appeals:** If you feel the grade you received is not an accurate reflection of the work that you produced, you may appeal it through the following steps. First, you must wait for at least 24 hours after the grades are released before submitting a regrade request. Then, you must submit a written appeal to your TA in which you address **every** comment you received on your assignment, as well as the rubric categories you scored and the global feedback document. Keep in mind that upon regrading, your mark may go up or down or stay the same.

**Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service is described on the Turnitin.com web site.

Assignments not submitted through *Turnitin* will receive a grade of zero (0%), unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

**Academic Integrity:** Academic integrity is fundamental to scholarship at the University of Toronto and beyond. Academic offenses include, but are not limited to, using someone else's ideas in a paper or exam without proper citations, submitting your own work for credit in multiple courses, obtaining assistance from others during exams (including having someone edit your work or looking at a classmate's work), and falsifying illness on the Absence Declaration tool. Please familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters:

<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

**Generative Artificial Intelligence:** Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must follow the course community agreement on AI and must be documented in an appendix for each assignment. The documentation should include a full transcript of the AI output and note what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Failure to do so will be considered a matter of academic integrity and will be dealt with accordingly. For security reasons, U of T recommends using AI tools that are supported by the University, such as Copilot. Find more about U of T's approach to using AI here:

<https://teaching.utoronto.ca/teaching-uoft-genai/genai-tools/>

**Writing Support:** Each college has a writing centre with instructors who can assist you at various stages of writing projects. I highly recommend seeking help from your college writing centre for your reading responses. Find your writing centre here: <https://writing.utoronto.ca/writing-centres/>

## Class Schedule and Readings

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Students are expected to do the required readings ahead of class and be prepared to discuss the main themes and findings. Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

### **1. Introduction to Race and Ethnicity – Sept 4**

No readings. Please review the syllabus thoroughly and familiarize yourself with the course Quercus.

### **2. Concepts of Ethnicity and “Race” – Sept 11**

Satzewich Chapter 1

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

### **3. Theories of Ethnicity and “Race” – Sept 18**

Satzewich Chapter 2

Golash-Boza, Tanya. 2016. “A Critical and Comprehensive Sociological Theory of Race and Racism.” *Sociology of Race and Ethnicity* 2(2):129–41. doi: [10.1177/2332649216632242](https://doi.org/10.1177/2332649216632242).

### **4. The Dynamics of Nation-Building – Sept 25**

Satzewich Chapter 3

Mackey, Eva. 1999. *The House of Difference: Cultural Politics and National Identity in Canada*. New York: Routledge. **Chapter 1.**

### **5. Indigenous and Settler Relations – Oct 2**

Satzewich Chapter 8

Phung, Malissa. 2011. “Are People of Colour Settlers Too?” Pp. 289-297 in *Cultivating Canada: Reconciliation through the Lens of Cultural Diversity*, ed. A. Mathur, J. Dewar, M. DeGagne. Ottawa, ON: Aboriginal Healing Foundation.

### **6. Test #1 – Oct 9**

## **7. Immigration and the Canadian Mosaic – Oct 16**

Satzewich Chapter 4

Statistics Canada. 2022. “The Daily — Immigrants Make up the Largest Share of the Population in over 150 Years and Continue to Shape Who We Are as Canadians.” Retrieved June 28, 2024 (<https://www150.statcan.gc.ca/n1/daily-quotidien/221026/dq221026a-eng.htm>).

## **8. Social Inequality and Intersections of Ethnicity, Class, Gender – Oct 23**

Satzewich Chapter 5

Lightman, Naomi, Rupa Banerjee, Ethel Tungohan, Conely De Leon, and Philip Kelly. 2022. “An Intersectional Pathway Penalty: Filipina Immigrant Women inside and Outside Canada’s Live-In Caregiver Program.” *International Migration* 60(2):29–48.

**\*OCT 30 – READING WEEK – NO CLASS\***

## **9. Diversity, Multiculturalism, and Quebec Interculturalism – Nov 6**

Satzewich Chapter 6

Hansen, Randall. 2014. “Assimilation by Stealth: Why Canada’s Multiculturalism Policy Is Really a Repackaged Integration Policy.” Pp. 73–87 in *The multiculturalism question: debating identity in 21st century Canada, Queen’s policy studies series*, edited by J. Jedwab. Montreal Ithaca: McGill-Queen’s University Press.

## **10. Racism – Nov 13**

Satzewich Chapter 7

Wortley, Scot, and Akwasi Owusu-Bempah. 2022. “Race, Police Stops, and Perceptions of Anti-Black Police Discrimination in Toronto, Canada over a Quarter Century.” *Policing: An International Journal* 45(4):570–85.

## **11. Transnationals or Diasporas? – Nov 20**

Satzewich Chapter 9

Shams, Tahseen. 2020. *Here, There, and Elsewhere: The Making of Immigrant Identities in a Globalized World*. Stanford University Press. **Chapter 1: Societies Interconnected.**

## **12. Test #2 – Nov 27**