

Sociology of Race and Ethnicity
SOC210H1S
Winter 2021; Mondays 12-2pm

Instructor: Professor Tahseen Shams
Office Hours: Tuesdays 3-4pm EST (Online via BB Collaborate)
Email: tahseen.shams@utoronto.ca
Lectures: Online – Synchronous on BB Collaborate in Course Website
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TA Office Hours are online, by appointment only.

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 just as 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 socially, politically, and culturally constructed; how they manifest themselves 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 concepts and approaches for studying issues of race and ethnicity. 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/ethnicity, shape real-life experiences; 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, and 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 without notice.

Required Text

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

E-book available here: <https://uoftbookstore.vitalsource.com/products/quot-race-quot-and-ethnicity-in-canada-vic-satzewich-nikolaos-v9780199021185>

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 assignments/reflection piece questions that will count towards the final grade for the course. These assignments will be based on that day's readings and class lecture.
2. Tests: The take-home 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 assignments. These assignments 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 (facts) to critically think about complex issues of race and ethnicity. A rubric on how the paper will be assessed is attached.

Course Evaluation

Assignments	Due Dates	Points (100 total)
Reflection Pieces	Submit online at end of every class	20
Take-Home Midterm Test	February 22, by 2pm	25
Take-Home Final Test	April 5, by 2pm	25
Final Research Paper	March 29, by 11:59pm	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. Lectures: The lectures will all be delivered online live/synchronously at the regular course time (12-2pm, every Monday; see schedule below). On your course website, click on “BB Collaborate” from the menu to your left. Now, click on the course. You will see the list of lectures. Click on the appropriate lecture (such as, Lecture Week 1). I highly recommend you log on 10-15 minutes ahead of the scheduled lecture time in case there is any technical difficulties that need to be sorted out.
2. Tests: Both the midterm and final tests will be online. The test questions will be posted on “Announcements” in the course website at 10am the day before the answers are due. The answers must be submitted online via the course website by the end of the regular scheduled class. For example, if the test answers are due on Monday, February 22nd, by 2pm, I will post the questions on Sunday, February 21st, at 10am.
3. How to Submit Course Assignments: Students are to submit assignments online via the course website before midnight, 12am on the days the assignments are due as per the class schedule below. For each day the paper is late, 2 points will be deducted from the final score on the assignment. I will not accept late submissions without penalty unless for extraordinary circumstances and without documentation as outlined above. Grades will not be reweighed to earlier or later assignments.
4. Course Website: The course website on Quercus is available at <https://q.utoronto.ca/>. The site will contain the course syllabus, all handouts, links of interest and course announcements. Students are responsible for the content of all course materials.
5. Office Hours: I will hold office hours online via BB Collaborate every Tuesday from 3-4pm. Click on BB Collaborate on the menu bar to your left on the course website. Click on the course name. You will then see the option “Weekly Office Hours.” Click on it and drop by if you have any questions.
6. Lecture Attendance: Attendance is mandatory. Students unable to attend are responsible for obtaining notes on all material covered, including lecture material and course announcements. I will, however, record the live lectures and post them after each class.
7. Make-Up Tests: Please read carefully! Students cannot make-up tests unless they missed the original date for reasons beyond their control (such as, illness, accidents, funerals). **If a student miss tests or submit assignments later for medical reasons, the student must contact me (not the TA) within 2 days of the missed test and declare their absence on the system (ACORN).** For other reasons, such as family emergencies or personal reasons, they must have the college registrar email me. Students who have been approved by me to take make-up tests will do so by making an appointment with

the TA. **The make-up test MUST be taken within that week, before the next lecture.** However, the questions for the make-up test may be different from those on the original date. **There will be no make-up for make-up tests.**

8. Make-Up Assignments: **Please read carefully!** Students cannot make-up for assignments or submit late papers unless they missed the original date for reasons beyond their control (such as, illness, accidents, funerals). **If a student miss tests or submit assignments later for medical reasons, the student must contact me (not the TA) within 2 days of the missed test and declare their absence on the system (ACORN).** For other reasons, such as family emergencies or personal reasons, they must have the college registrar email me. **Students who have been approved by me to submit a late paper must do so within 2 days after receiving my permission.** Please note: I will not consider requests for extensions unless the situation is sudden, an emergency, or extraordinarily beyond control. **There will be no make-up for make-up assignments.**
9. Remarking: If you feel that your assignments or tests 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 essay 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. Note: compared to the original mark, a new grade can go up, be the same or go down.
10. 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. Before emailing a routine question, please make sure the answer is not given in the syllabus. Please note that just as you would/should not email or greet your workplace boss as "Hey Boss", beginning with "Hi Prof" is not a good idea. I would most likely not respond to those emails.
11. Making Appointments: I encourage students to come speak to me about their concerns, ideas and questions during online office hours via BB Collaborate. I have drop-in office hours on Tuesday from 2-3pm. 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).

12. Accessibility: If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.
13. 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.

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

Assigned readings will be uploaded on the course website.

January 11: Course Overview

January 18: The Social Construction of Race and Ethnicity

- Textbook (Chapter 1)

January 25: Boundary-Making and Identity

- Wimmer, Andrews. 2008. The Elementary Strategies of Ethnic Boundary Making. *Ethnic and Racial Studies* 31(6): 1025-1055.
- Magaña, Maurice Rafael. 2020. *Cartographies of Youth Resistance: Hip-Hop, Punk, and Urban Autonomy in Mexico*. California University Press. (Chapter 4).
- Textbook (Chapter 2)

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

- Textbook (Chapter 7)
- Said, Edward. 1979. *Orientalism*. 25th anniversary edition. New York, NY: Vintage. (Preface and pp. 1-28)

February 8: Midterm check-in/Guest lecture; Writing Workshop for Final Paper; Midterm Test Review

February 15: Reading Week; no class

February 22: Take-Home Midterm Test

March 1: The Changing of Boundaries and Their Salience

- Brodtkin, Karen. 2000. *How Jews Became White Folks and What That Says About Race in America*. New Brunswick, NJ: Rutgers University Press. (Chapter 1)

- 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.
- Textbook (Chapter 4)

March 8: Intersections of Race/Ethnicity, Gender, and Class

- Collins, Patricia Hill. 1991. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. (Chapter 11)
- Textbook (Chapter 5)
- Li, Peter S. 2003. "Deconstructing Canada's Discourse of Immigrant Integration." *Journal of International Migration and Integration* 4(3): 315-333.

March 15: Race/Ethnicity, Nationalism, and Citizenship

- Textbook (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.

March 22: Multiculturalism

- Textbook (Chapter 6)
- Wayland, Sarah V. 1997. "Immigration, Multiculturalism and National Identity in Canada." *International Journal on Minority and Group Rights* 5(1): 33-58.

March 29: Race/Ethnicity in a Global Context

- Textbook (Chapter 9)
- Rana, Junaid. 2011. *Terrifying Muslims: Race and Labor in the South Asian Diaspora*. Durham, NC: Duke University Press. (pp. 25-49)
- **FINAL PAPER DUE!!**

April 5: Take-Home 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.