

LAKEHEAD UNIVERSITY  
DEPARTMENT OF SOCIOLOGY

**Sociology 2205 YA**  
**Race and Ethnic Relations**

*Fall/Winter 2012-2013*

*Tuesdays & Thursdays: 1:00 p.m.-2:30 p.m., AT2020*

*Sociology web-page address: <http://sociology.lakeheadu.ca>*

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**Required Texts:**

There is one required textbook and one reading package for this course.

- 1) Henry, Frances and Carol Tator. 2010. *The Colour of Democracy: Racism in Canadian Society*. 4<sup>th</sup> Edition. Toronto: Thomson Nelson.
- 2) Reading Package for *Sociology 2205YA—Race & Ethnic Relations*

**Course Focus:**

In this course, we will focus on the social construction of problems pertaining to race and ethnicity in Canada and abroad. The background of this focus will be developed through the consideration of historical and critical political economy perspectives, as well as other sociological perspectives wherever possible.

**Course Topics:**

**Required & Recommended Readings**

1. Introduction
2. Who is a Canadian?  
Race, Ethnicity & Language  
**Case studies:** A. Shadd; K. James; G. Bedard; K. Szepesi—James & Shadd, Part I—pp: 1-7  
James & Shadd, Part I—pp: 9-35
3. The Concept of Racism,  
Ideology of Racism  
Henry, Chapter 1
4. Historical Representations of the Other  
Racism in Canadian History  
Recommended: R. Miles, *Racism*. Chapter 1  
Henry, Chapter 3 (**pp:57-64**); Recommended: Bolaria & Li,  
*Racial Oppression in Canada* (**pp:13-25**).
5. Immigration Policies & Politics of Refugees & Migrant Domestic Workers—Henry, Chapter 3 (**pp:64-92**);  
Recommended: Choudry et al, *Fight Back: Workplace Justice for Immigrants.*; V. Satzewich, *Deconstructing A Nation*.  
Ethnocentrism & Immigration Enforcement W. Antony & L. Samuelson (Wendy Chan, pp: **167-193**)

6. Racism and Aboriginal peoples—Henry, Chapter 4; Recommended: Long, D. & O. P. Dickason. 2011.  
*Visions of the Heart: Canadian Aboriginal Issues*. 3<sup>rd</sup> Edition (pp: **XXI-XXXIV**).
7. Identities, Gender & Ethnicity James & Shadd, (Didi Khayatt, **pp: 74-88**)
8. Theoretical Perspectives & the Concept of Racism Henry, Chapter **2**; V. Satzewich & N. Liodakis (**pp:1-36**)
9. History of Multiculturalism  
 The Politics of Multiculturalism Dawn Zinga (W. Chahal, pp: **98-103**)
10. Prejudice, Stereotyping & Discrimination  
 Community, Stigmatization & Opportunity Carl James (2012—pp: 16-28)  
 The Politics of Denial in Thunder Bay—Recommended: “A Community of Acceptance” Report—see  
 TB Multicultural Association: <http://www.thunderbay.org/>
11. Racism in the Media Henry, Chapter **10**
12. Racism in Sports Henry, Chapter **11**
13. Racism in Canadian Education  
 Critical Analysis of Multicultural Education Henry, Chapter **8**  
 Dawn Zinga (W. Chahal, **103-123**)
14. Racism in Health-Care & Human Services  
 Racism Is Bad for Your Health Henry, Chapter **7**  
 A. Benjamin et al, pp:**115-140**
15. Racism in Arts & Culture Henry, Chapter **9**
16. The Racialization of Crime & the Justice System  
 Aboriginal peoples & the Justice System — Recommended: Chahal, 2004. “*Restorative Justice: Rethinking Policy for Canada’s Aboriginal Peoples*”  
<http://www.multiculturaldays.com/downloads/perspbookcomp.pdf>
17. Islamophobia and the Question of Muslim Identity—E. Hamdon, pp: **9-26**
18. International Peace, Violence & Conflicts & Race and Ethnic Relations—Recommended: Chahal, 2004.  
 “Knowledge Discourses & International Peace and Justice” <<http://edocs.lib.sfu.ca/ccrc/>>
19. State Responses to Racism in Canada  
 The Impact of the Anti-Terrorism Act Henry, Chapter **12**  
 Recommended: T. Gabor. 2004:  
[http://canada.justice.gc.ca/en/ps/rs/rep/2005/rr05-1/rr05-1\\_a\\_08\\_01.html](http://canada.justice.gc.ca/en/ps/rs/rep/2005/rr05-1/rr05-1_a_08_01.html)
20. Organizational Resistance to Anti-racism  
 The Paradox of Democratic Racism Henry, Chapter **13**  
 Confronting Racism: Strategies of Resistance Henry, Chapter **14**  
 Case study: “Diversity in Policing” In Thunder Bay—Diversity Thunder Bay  
<http://www.diversitythunderbay.ca/>

### **Course Requirements:**

There are **four (4) requirements** for this course.

1. **Two** in-class **tests**: November 22<sup>nd</sup> and April 2<sup>nd</sup> ... (2 @ **25% each**) .....50%

Each test consists of short-answer and essay questions & may include multiple-choice questions. The tests cover all class work, lecture and reading material to date. It is not the instructor's aim to reproduce the same material that is covered in the text. The lecture material and discussions will complement, expand, and shed more light on the issues that are covered in the text and reading package.

2. **Two** take-home **exams**. Due dates: October 25<sup>th</sup> and March 5<sup>th</sup> (2 @ 10% each).....20%

Each take-home exam consists of one or two essay question(s), and covers all class work, lecture and reading material to date (more details will be given in class).

3. **One presentation**..... 20%

Students work together in groups and divide the work evenly among the members of their group for this assignment. Every group will consist of two students, and every group is required to do the following:

**(A) In-Class Article-Presentation**

Every group will be provided with (or will be asked to choose) an article on the topic of race and ethnicity from specific social science journals or books (including our texts). The group is expected to present at least one article. The presenters should not only sum up the main argument(s)/viewpoint or idea(s) of the article, but also provide a critique of the article by making use of the concepts, theories and other material covered in class. It is important that the presenters understand their article well and effectively communicate its content to the rest of the students. The presenters should be prepared to lead the discussion and answer questions regarding their topic. They may use overheads or any other prop that will improve their presentation.

**(B) Short Film**--In addition to the article, students may chose to include a short film, or parts of a film (up to 5 minutes) in order to facilitate understanding of a particular part of their topic.

4. **Class participation and quizzes** .....10%

**Class attendance is expected:** In order to do well in this course, you must attend class on a regular basis. There will be substantial in-class discussions and much of the material covered in lectures will not be found in the reading. In order to participate in class discussions, it is important that you do the readings before coming to class. You must come to class ready to contribute to discussion in a thoughtful way, to ask questions, as well as critically reflect on the assigned readings. Students are strongly encouraged not to engage in private conversations during class lectures.

**PLEASE NOTE:**

- The essays (take-home exams) must be formatted according to the **ASA** (American Sociological Association) Style Guide for referencing and citations. For more information, see the following website: <http://www.calstatela.edu/library/guides/3asa.pdf>
- Make sure you keep a **backup copy** of the take-home exams.
- There is a **penalty** for take-home exams handed in late.
- **Plagiarism** will not be tolerated and will be dealt with according to the University regulations. For more information, see **University Regulations** section "**IX Academic Dishonesty**," Lakehead University Calendar 12/13<<http://calendar.lakeheadu.ca/current/contents/regulations/univregsIXacdishon.html>>

Further, the students will be given additional information concerning course topics, course requirements, evaluation procedures and any other relevant material on the first day of class.

### **Reading Package for Sociology 2205YA**

Antony, Wayne and Les Samuelson. 2012. *Power and Resistance: Critical Thinking about Canadian social Issues* (pp: 167-193). Halifax: Fernwood.

Benjamin, Akua et al. 2012. *Race and Well-Being: The Lives, Hopes and Activism of African Canadians* (pp: 115-140). Halifax: Fernwood.

Bolaria, B.S. and Peter Li. 1988. *Racial Oppression in Canada*. 2nd edition (pp:13-25). Toronto: Garamond.

James, Carl E. and Adrienne Shadd. 2001. *Talking About Identity: Encounters in Race, Ethnicity, and Language* (pp:1-7;11-16;17-19;29-32;33-34;35; 74-88). Toronto: Between the Lines.

James, Carl E. 2012. *Life at the Intersection* (pp: 16-28). Halifax: Fernwood.

Long, David and Olive Patricia Dickason. 2011. *Visions of the Heart: Canadian Aboriginal Issues*. 3<sup>rd</sup> Edition (pp: XXI-XXXIV). Toronto: Oxford U Press.

Satzewich, Vic & Nicholas Liodakis. 2011. *'Race' & Ethnicity, in Canada: A Critical Introduction* (pp:1-36). Toronto: Oxford U Press.

Zinga, Dawn M. (ed.). 2006. *Navigating Multiculturalism – Negotiating Change* (pp. 98-123). Cambridge Scholar's Press: UK.

### **Further Recommended Readings:**

Barman, J., Y. Herbert and D. McCaskill. 1987. *Indian Education in Canada*. Vancouver: University of British Columbia Press.

Das Gupta, Tania. 2009. *Real Nurses and Others: Racism in Nursing*. Halifax: Fernwood Publishing

Fanon, F. 1967. *Black Skin, White Masks*. New York: Grove Press.

---, 1965. *The Wretched of the Earth*. New York: Grove Press.

Galabuzi, Grace-Edward. (2006). *Canada's Apartheid: the Social Exclusion of Racialized Groups in the New Century*. Toronto: Canadian Scholars' Press.

Haig-Brown, Celia and David A. Nock. 2006. *With Good intentions: Euro-Canadians & Aboriginal Relations in Colonial Canada*. Vancouver; Toronto: UBC Press.

Haig-Brown, Celia. 1995. *Taking Control: Power & Contradiction in First Nations Adult Education*. Vancouver: UBC Press.

Kelly, Jennifer. 1998. *Under the Gaze: Learning to Be Black in White Society*. Halifax: Fernwood Publishing.

Mannette, Joy. 1992. *Elusive Justice: Beyond the Marshall Inquiry*. Halifax: Fernwood Publishing.

Miles, Robert. 1989. *Racism*. London: Routledge.

Ryan, William. 1971. *Blaming the Victim*. New York: Vintage Books.

Said, Edward W. 1978. *Orientalism*. New York: Pantheon Books.

---, 1993. *Culture and Imperialism*. New York, Vintage books.