

LAKEHEAD UNIVERSITY

DEPARTMENT OF SOCIOLOGY

Sociology 2205 YA

Race and Ethnic Relations

*Fall/Winter 2010-11*

*Tuesday & Thursday: 4:00 p.m.-5:30 p.m., AT2001*

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

*Instructor: Walid Chahal*

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**Required Texts:**

There are three required textbooks 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) James, Carl E. and Adrienne Shadd. 2001. *Talking About Identity: Encounters in Race, Ethnicity, and Language*. Toronto: Between the Lines.

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

**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 readings**

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1. Introduction

2. Who is a Canadian?

James & Shadd, Part I

3. The Concept of Racism,  
Ideology of Racism

Henry, Chapter 1

4. Growing Up in Canada

James & Shadd, Part 2

5. Historical Representations of the Other  
Racism in Canadian History

Recommended: R. Miles, *Racism*. Chapter 1 [Reserve]  
Henry, Chapter 3 (pp:57-64); Recommended: Bolaria & Li,  
*Racial Oppression in Canada* [Reserve]

6. 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* [**Reserve**]
7. Racism and Aboriginal peoples Henry, Chapter 4
8. Identities, Gender & Ethnicity James & Shadd, Part 3
9. Theoretical Perspectives & the Concept of Racism Henry, Chapter 2  
Theorizing racism, Gender & Class Das Gupta, Chapter 2
10. The Political Economy of Healthcare, & Race, Gender & Class Das Gupta, Chapter 3  
Racial Harassment & Nursing Das Gupta, Chapter 4  
Impact of Racism on Nurses of Colour Das Gupta, Chapter 5  
Discourse Analyses of Racism & Nursing Das Gupta, Chapter 6
11. Prejudice, Stereotyping & Discrimination James & Shadd, Part 5  
The Politics of Denial in Thunder Bay—Recommended: “A Community of Acceptance” Report—see TB Multicultural Association: <http://www.thunderbay.org/>
12. Racism in the Media Henry, Chapter 10
13. Racism in Sports Henry, Chapter 11
14. Racism in Canadian Education Henry, Chapter 8  
Racism, Privilege & Education James & Shadd, Part 4  
Critical Analysis of Multicultural Education-- Recommended: Chahal, 2006. “Multicultural Education and Policy Making” [**Reserve**]
15. Racism in Arts & Culture Henry, Chapter 9
16. The Racialization of Crime & the Justice System Henry, Chapters 5 & 6
17. International Peace, Violence & Conflicts & Race and Ethnic Relations Recommended: Chahal, 2004. “Knowledge Discourses and International Peace and Justice”  
<<http://edocs.lib.sfu.ca/ccrc/>>
18. State Responses to Racism in Canada Henry, Chapter 12  
The Impact of the Anti-Terrorism Act—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)
19. Organizational Resistance to Anti-racism Henry, Chapter 13
20. The Paradox of Democratic Racism Henry, Chapter 14  
Confronting Racism: Strategies of Resistance See Diversity Thunder Bay  
Case study: “Diversity in Policing” Project <http://www.diversitythunderbay.ca/>
21. Restorative Justice & Aboriginal peoples—Recommended: Chahal, 2004. “*Restorative Justice: Rethinking Policy for Canada’s Aboriginal Peoples*”  
<http://www.multiculturaldays.com/downloads/perspbookcomp.pdf>

## **Course Requirements:**

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

1. **Two** in-class **tests**: November 25<sup>th</sup> and March 24<sup>th</sup> ... (2 @ 25% each) ..... 50%

Each test consists of short-answer and essay questions and may include multiple-choice questions. The test covers 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.

2. **Two** take-home **exams**. Due dates: October 28<sup>th</sup> and March 3<sup>rd</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 choose 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 expected to arrive before the class starts and are expected to stay in class till the end. However, if you need to leave class for any reason, let me know ahead of time so that you do not lose points from your class participation. Students are strongly encouraged not to engage in private conversations during class lectures.

**PLEASE NOTE:**

- The take-home (essay) 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.queensu.ca/sociology/files/styleguiderevised%20NOV06.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 10/11:  
<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.

**Recommended Readings:**

Bolaria, B.Singh. and Peter Li. 1988. *Racial Oppression in Canada*. 2nd edition. Toronto: Garamond.

Choudry, Aziz, Jill Hanley, Steve Jordan, Eric Shragge, and Martha Steigman. 2009. *Fight Back: Workplace Justice for Immigrants*. Halifax: Fernwood Publishing.

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

Long, David and Olive Patricia Dickason. 2000. *Visions of the Heart: Canadian Aboriginal Issues*. 2<sup>nd</sup> Edition. Toronto: Thomson Nelson.

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

Monture, Patricia A. & Patricia D. McGuire. 2009. *First Nations: an Aboriginal Women's Reader*. Toronto: INANNA Publications & Education Inc.

Satzewich, Vic and Terry Wotherspoon. 1993. *First Nations: Race, Class, and Gender Relations*. Scarborough: Nelson Canada.

Satzewich, Vic. 1992. *Deconstructing a Nation: Immigration, Multiculturalism & Racism in 90s Canada*. Halifax, Nova Scotia: Fernwood Publishing.

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