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Required Texts:
There are two required textbooks for this course.


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

1. Introduction
2. Who is a Canadian? James & Shadd, Part I
3. The Concept of Racism, Ideology of Racism Henry, Chapter 1
5. 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.

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.

7. Racism and Aboriginal peoples
   Henry, Chapter 4;
   Recommended: Long & Dickason, 2011. Visions of the Heart: Canadian

8. Identities, Gender & Ethnicity
   James & Shadd, Part 3

9. Theoretical Perspectives & the
   Concept of Racism
   Henry, Chapter 2

10. History of Multiculturalism
    The Politics of Multiculturalism
    TBA

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
    Education and Policy Making” (Revised Version).” In Dawn M. Zinga (ed.). Navigating Multiculturalism –
    Negotiating Change. See the following website for the 2004 version:

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:

19. Organizational Resistance to Anti-racism
    Henry, Chapter 13

20. The Paradox of Democratic Racism
    Confronting Racism: Strategies of Resistance
    Henry, Chapter 14
Course Requirements:

There are four requirements for this course.

1. **Two in-class tests**: November 24th and March 29th … (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 texts.

2. **Two take-home exams.** Due dates: October 27th and March 1st (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.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 11/12:
  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:**


