



DEPARTMENT OF SOCIOLOGY

Sociology 2112 WA

Ethno-Cultural Relations

Winter2015

Mondays & Wednesdays: 4:00 p.m.-5:30 p.m., AT1007

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

Instructor: Walid Chahal

Office: UC 0037

Phone: 343-8426

e-mail: wchahal@lakeheadu.ca

Required Texts (Available at Lakehead University Bookstore):

1) Reading Package for *Sociology 2112WA—Ethno-cultural Relations*

2) Recommended (for the purpose of improving your writing skills): Northey, Margot, Lorne Tepperman and Patrizia Albanese. 2012. *Making Sense in the Social Sciences: A Student's Guide to Research and Writing (5th Ed.)*. Toronto: Oxford University Press.

Course Focus:

In this course, the students will be introduced to the social construction of “race,” ethno-cultural, and Aboriginal and non-Aboriginal relations. These relations will be examined in different social locations and institutional settings and through their links to gender, class, power and resistance. Our focus will be developed through historical and critical “race” theories, the political economy and other sociological perspectives.

Date	Course Topics	Required & Recommended Readings & Case Studies [Reserve]
Jan. 5	1) Introduction	
Jan. 7-12	2) Forms of Oppression—the Social Construction of Reality—Stereotypes, Prejudice & Discrimination Case Studies: “How Does it Feel to be a Problem?..”; “Civil Unrest.”; “How They Police ... : Reflection on Ferguson & the Rule of Law”	Anzovino, Chapter 2; Moustafa Bayoumi; Paul Street Recommended: W.E.B. Du Bois, <i>The Souls of Black Folk</i> , http://www.msnbc.com/melissa-harris-perry/how-does-it-feel-be-problem-black-ameri
Jan.12-14	3) Conceptualizing the Politics of Race, Ethnic & Aboriginal Relations	Fleras, Preface & Chapter 1
Jan 19-21	4) Racism in Canada	Fleras, Chapter 3
Jan 26-28	5) The Ideology of Racism	Wallis (Henry & Tator-- Chapter 11)
Feb. 2- 4	6) Historical Representations & Aboriginal Peoples (Case study: “The Legacy of the Residential School.”)	Anzovino, Chapter 5 Zawilski (Schissel & Wotherspoon—pp:102-121)
Feb. 9	7) Racialization & Immigration Policies - New Immigrants & Multiculturalism—Case Study: “Liberal Multiculturalism & the New Anxiety: A Critique of Kymlicka.”	Anzovino, Chapter 11 Walid Chahal; Recommended: Bolaria & Li, <i>Racial Oppression in Canada</i> ; Choudry et al, <i>Fight Back: Workplace Justice for Immigrants</i> .

Date	Course Topics	Required & Recommended Readings & Case Studies
Feb. 11	TEST I	
Feb. 23- March 2	8) Theories of Ethnicity & Race - Political Economy, Intersectional Analysis & Critical Race Theorizing - Conceptualizing the Politics of Post-Colonialism & Whiteness	V. Satzewich & N. Liodakis, Chapter 2 (pp: 32-44) Satzewich & Liodakis, Chapter 2 (pp: 45-53) Satzewich & Liodakis, Chapter 2 (pp: 54-62); Recommended: R. Miles, <i>Racism</i> ; Peggy McIntosh, White Privilege: “Unpacking the Invisible Knapsack.” http://www.nymbp.org/reference/WhitePrivilege.pdf
March 2- 4	9) Racialization & Canadian Education Case Studies: “The Persistence of Colonial Discourse: Race, Gender, and Muslim Students in Canadian Schools”; “Race and the Social/Cultural Worlds of Student Athletes.”	Recommended: Henry & Tator, <i>The Colour of Democracy</i> --Chapter 8 Zawilski (Goli Reza-Rashti—pp: 147-145); Wallis (Carl E. James—Chapter 18)
March 4- 9	10) Feminist Intersectional Theorizing Case Study: Geopolitics, Culture Clash, and Gender after September 11	Zawilski (Davia K. Stasiulis—pp: 25-49) Wallis (Sherene Razack— Chapter 12);
March 9- 11	11) Racialization & the Media Case Study: “Propaganda and War.”	Edward Said, chapter 16; Recommended: Henry & Tator, <i>The Colour of Democracy</i> --Chapter 10
March 11-16	12) Culture, International Issues & the Clash of Civilizations Thesis—“Adrift in Similarity.”	Edward Said, chapter 19
March 16-18	13) The Politics of Anti-Semitism & Canadian Parliament	Michael Keefer (Introduction—pp: 7-29)
March 18-23	14) Understanding the Colonial Impact of Canadian Justice Institutions on Aboriginal people	Zawilski (Patricia A. Monture-Angus, Chapter 16)
March 25	TEST II	
March 30-April 1 st	15) Anti-racism & Structural Changes Case Studies: “Decolonizing Anti-racism”; “Speaking Race: Silence, Salience, and the Politics of Anti-racist Scholarship”	Wallis (B. Lawrence & Enakshi Dua; George J. Sefa Dei)

Course Requirements:

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

1. **Two** in-class **Tests**: **Feb. 11th** and **March 25th** ... (**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. **One** Take-home **Exam**. Due date: **March 4th****20%**

The 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.

(C) Community Involvement/Observation (to be incorporated in the presentation)

Further details will be provided in class.

4. **Class Participation and Quizzes10%**

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 essay (take-home exam) 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 14/15
<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 2112WA—Ethno-Cultural Relations

Anzovino, Theresa and Deborah Boutilier. 2015. *Walk a Mile: Experiencing and Understanding Diversity in Canada*. Toronto: Nelsons Education.

Bayoumi, Moustafa. 2009. *How Does It Feel to Be a Problem?: Being Young and Arab in America*. New York: Viking Penguin.

Chahal, Walid. 2010. "Liberal Multiculturalism and The New Anxiety: A Critique of Kymlicka." <http://theagency.lakeheadu.ca/index.php/component/content/article/39-articles/100-kymlicka-crit>

Fleras, Augie. 2009. *Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada* (7th Edition). Toronto: Pearson Education Canada.

Keefer, Michael. 2010. *Antisemitism: Real and Imagined: Responses to the Canadian Parliamentary Coalition to Combat Antisemitism*. Waterloo ON: The charger.

Kincheloe, Joe L., Shirley R Steinberg, and Christopher Darius Stonebanks. 2010. *Teaching against Islamophobia*. New York: Peter Lang.

Said, Edward. 2004. *From Oslo to Iraq: And the Roadmap*. New York; Pantheon Books.

Satzewich, Vic and Nikolaos Liodakis. 2013. *"Race" and Ethnicity in Canada* (3rd Eds.). Toronto: Oxford University Press.

Street, Paul. October 17, 2014. "Civil Unrest." <https://zcomm.org/zcommentary/civil-unrest/>

---. November 27, 2014. "How They Police vs. What They Police: Reflections on Ferguson, Race, and "the Rule of Law." <https://zcomm.org/zcommentary/how-they-police-vs-what-they-police-reflections-on-ferguson-race-and-the-rule-of-law/>

Wallis, Maria and Augie Fleras. 2009. *The Politics of Race in Canada*. Toronto: Oxford University Press.

Zawilski, Valerie. 2010. *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class* (2nd. Eds.). Toronto: Oxford University Press.