Course Description:

In this course, we will deal with the multifaceted and complex issues and positions of various ethno-cultural, racialized and indigenous groups both nationally and internationally. The explanations of the above issues and areas will be developed through—historical and contemporary considerations—and critical political economy theorizing and critical “race” theory, as well as other sociological perspectives and intersectional analyses.

Required Texts:


2) Required additional reading. The list of required reading materials (see the titles of the specific readings on pages 5-6) will be available on reserve in the main Library and may be accessible on-line on the D2L.

Course Topics with Required Readings (in bold) & Recommended Readings

1. Introduction


3. The Concepts of Ethnicity & “Race” Satzewich & Liodakis, Chapter 1

4. Historical Representations of the Other Internationally
Historical Representations of the Other in Canada: French & English Relations & Aboriginal/Non-Aboriginal Relations—Satzewich & Liodakis, **Chapter 3**; Recommended: R. Miles, *Racism*. Chapter 1

Racism in Canadian History—Henry & Tator, *The Colour of Democracy*—pp: **57-64**

5. Immigration & the Canadian Mosaic—Satzewich & Liodakis, **Chapter 4**; Recommended: Henry & Tator, pp: 64-92; Choudry et al, *Fight Back: Workplace Justice for Immigrants*; Satzewich, *Deconstructing A Nation*.

The Politics of Denial in Thunder Bay

7. Theories of Ethnicities & “Race” Satzewich & Liodakis, **Chapter 2**

8. Identities, Gender & Ethnicity Didi Khayatt in James & Shadd, Ed., pp: **74-88**

9. Understanding Social inequality
   The Intersections of Ethnicity, Gender & Class Satzewich & Liodakis, **Chapter 5**

10. Diversity, Multiculturalism & Quebec Interculturalism Satzewich & Liodakis, **Chapter 6**

11. Institutional Racism
    Racism in Canadian Society Satzewich & Liodakis, **Chapter 7**
Islamophobia & Anti-Semitism in Canada Satzewich & Liodakis, pp: **197-201**; L. Hamdon, pp: **3; 9-26**

12. Racism in Canadian Education Henry & Tator, **Chapter 8 (pp: 199-232)**
The Legacy of Forced Assimilative Education for Indigenous Peoples—Marie Battiste, pp: **23-33**.


    Education & the Globalization of Difference after 9/11—R. Gosh & Abdi, **pp: 141-164**

14. Racism in the Media--Recommended: Henry & Tator, Chapter 10; The Viewed & the Viewers S. Steinberg in J. Kincheloe et al, Eds., pp: **79-97**
15. Racialization & Health-Care
   Racism Is Bad for Your Health
   Recommended: Henry & Tator, Chapter 7
   A. Benjamin et al, pp:115-140

16. The Racialization of Crime & the Justice System—see the following chapters by various
   authors in Barbara Perry, Ed., Chapter 3, pp: 39-56; Chapter 8, pp: 125-148; Chapter 10,
   pp: 165-186
   Aboriginal peoples & the Justice System—Kerry Coast, The Colonial Present: The Rule
   of Ignorance & the Role of Law in British Columbia (pp: 11-41); Recommended: Chahal,
   2004. Restorative Justice: Rethinking Policy for Canada’s Aboriginal Peoples:

17. “Race,” Sentencing & Imprisonment
   The Racialization of National Security
   W. Chan & D. Chunn, pp: 87-100
   The Racialization of Immigration Surveillance
   W. Chan & D. Chunn, pp: 119-132
   Recommended: Chahal, 2004. Knowledge Discourses & International Peace and Justice:
   http://edocs.lib.sfu.ca/ccrc/

18. “Race” & Class & International Peace, Violence & Conflict—we will refer to the work
   of Noam Chomsky; Recommended: Defending the Indefensible 2016 “The Occupation of the
   American Mind” PARTS 1-3: <https://www.youtube.com/watch?v=uOKK-w855Kk>;
   W. Chahal, 2004. Knowledge Discourses & International Peace and Justice:
   http://edocs.lib.sfu.ca/ccrc/

19. The Impact of the Anti-Terrorism Act—Case studies—Recommended: T. Gabor. 2004:
   http://www.justice.gc.ca/eng/rp-pr/cj-jp/antiter/rr05_1/rr05_1.pdf
   Canada’s National Security 2015-16—Recommended: Craig Forcese & K. Roach:
   http://antiterrorlaw.ca/

20. Organizational Resistance to Anti-racism
    The Paradox of Democratic Racism
    Confronting Racism: Strategies of Resistance
    Case study: “Diversity in Policing” in Thunder Bay—Diversity Thunder Bay:
    http://www.diversitythunderbay.ca/
    Henry & Tator, Chapter 13 (pp: 337- 358)
    Henry & Tator, Chapter 14 (pp: 359-366)
    Henry & Tator, Chapter 14 (pp: 366-376)

**Course Requirements:**

There are four (4) requirements:

1. Two in-class tests: November 23rd 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 text and reading package.

2. Two take-home exams. Due dates: October 26th and Feb. 13th (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 need to 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.

**ASSIGNMENT POLICIES:**

- 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**.

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.
Required Reading Materials (in addition to the main text)

- Available on reserve in the main Library and may be accessible on-line on the D2L. Please read the specific chapter/s, which are in **bold**.


**Further Recommended Readings:**


Forcense, Craig & Kent Roach. 2016. Bridging the National Security Accountability Gap: A


