

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

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- ### Course Requirements:

1. **Two in-class tests: November 22nd and March 28th ... (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 25th** and **Feb. 14th** (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.

PLEASE NOTE:

- The essays (take-home exams) must be formatted according to the **ASA** (American Sociological Association) Style Guide for referencing and citations. See for more information, the following link:
https://www.lakeheadu.ca/sites/default/files/uploads/92/ASA_Style_4th_ed_0.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 2018-2019:
<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&loaduserredits=False/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.

Required Reading Materials (in addition to the main text and the reader)—**Available on reserve in the main Library and may be accessible on-line on the D2L.**

James, Carl E. and Adrienne Shadd. 2001. The Intro chapter by Carl James: **pp: 1-7**; Adrienne Shadd, Where Are You Really from (pp: **10-16**); Kai James, What is your Background (**pp:17-19**); Didi Khayatt, Revealing Moments (pp:**74-88**). *Talking About Identity: Encounters in Race, Ethnicity, and Language*. Toronto: Between the Lines.

Henry, Frances and Carol Tator. 2010. **Chapter 3, pp: 57-63**—Racism in Canadian History; Chapter 8, pp: 199-232: Racism in Canadian Education; **Chapter 13, pp: 337-358**: Organizational Resistance to Anti-racism; **Chapter 14, pp: 359-376**—The Paradox of Democratic racism. *The Colour of Democracy: Racism in Canadian Society*. 4th Edition. Toronto: Thomson Nelson.

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

Recommended Readings:

Battiste, Marie. 2013. **Chap. 2, pp: 23-33**—The Legacy of Forced Assimilative Education for Indigenous Peoples; **chap.6, pp: 125-139**—Confronting & Eliminating Racism. *Decolonizing Education: Nourishing the Learning Spirit*. Saskatoon: Purich Publishing Ltd.

Benjamin, Akua et al. 2012. **Chapter 5, pp: 115-140**. Racism Is Bad for Your Health. *Race and Well-Being: The Lives, Hopes and Activism of African Canadians*. Halifax: Fernwood.

Bolaria, B. Singh & Peter Li. 1988. Chapter 3, pp: 41-70, Ron G. **Bougeault**, Race & class under Mercantilism: Indigenous People in the Nineteenth-Century Canada. Racial Oppression in Canada. 2nd Ed., Toronto: Garamond.

Chan, Wendy & Dorothy Chunn. 2014. Race, Sentencing & Imprisonment — **pp: 87-100**; the Racialization of National Security— **pp: 119-132**; The Racialization of Immigration Surveillance—**pp: 133-147**. *Racialization, Crime, & Criminal Justice in Canada*. Toronto: University of Toronto Press.

Coast, Kerry. 2013. **Introduction & Chap.1, pp: 11-25**—A Poor to Middling Conspiracy; **Chap.2, pp: 25-41**: Gee, Eh? Genocide Awareness). *The Colonial Present: The Rule of Ignorance & the Role of Law in British Columbia*. Clarity Press & International Human Rights Association of American Minorities (IHRAAM).

Gosh, Ranta & Ali A. Abdi. 2004. Education & the Globalization of Difference with Reference to the September 11 World—**pp: 141-164**. *Education & the Politics of Difference: Canadian Perspectives*. Toronto: CSPI.

Hamdon, Evelyn Leslie. 2010. Intro: Being Muslim in Canada—**pp: 3; 9-26**. *Islamophobia and the Question of Muslim Identity: The Politics of Difference and Solidarity II*. Halifax: Fernwood.

Kincheloe, Joe L., S.R. Steinberg, C.D. Stonebanks. 2010. **Chapters.1, pp: 3-27**—Why Teach Against Islamophobia? & **chap. 5, pp: 79-97**—Islamophobia: The Viewed and the Viewers. *Teaching Against Islamophobia*. New York: Peter Lang.

Perry, Barbara. 2011. **Chap. 3, pp: 39-56**—Yasmin Jiwani, Mediations of Race & Crime; **Chap.8, pp:125-148**—Scott Wortley & Akwasi Owusu-Bempah, Crime & Justice; **Chap.10, pp:165-186**—Denis Helly, Justice & Islam in Canada). *Diversity, Crime & Justice in Canada*. Toronto: Oxford University Press.

Further Recommended Readings:

Agnew, Vijay. 1996. *Resisting Discrimination: Women from Asia, Africa, and the Caribbean and the Women's Movement in Canada*. Toronto: University of Toronto Press.

Bourgeault, Ron, Dave Broad, Lorne Brow and Lori Foster. 1992. *1492-1992: Five Centuries of Imperialism and Resistance*. Winnipeg/Halifax: Society for Socialist Studies, Vol. 8, Fernwood Publishing.

Chahal, Walid. 2006. “Multicultural Education and Policy Making (Revised Version),” in Dawn M. Zinga (ed.), *Navigating Multiculturalism: Negotiating Change*. Cambridge Scholar's Press: UK. pp. 98-123.

---. 2004. “Restorative Justice: Rethinking Policy for Canada’s Aboriginal Peoples,” in Dawn M. Zinga (ed.), *Perspectives on Multiculturalism* (E-book). Hamilton, Ontario: Zing Media Inc. pp:136-150.<<http://www.multiculturaldays.com/downloads/perspbookcomp.pdf> >

---. (2004). “Knowledge Discourses and International Peace and Justice,” in Canadian Critical Race Conference: Pedagogy and Practice, May 2003, *Conference Proceedings*. pp: 1-39. Simon Fraser University Library's website: <<http://edocs.lib.sfu.ca/ccrc/>>

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

Dei, Sefa George J. and Agnes Calliste. (2000). *Power, Knowledge and Anti-Racism Education: A Critical Reader*. Halifax: Fernwood Publishing.

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

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

- Fleras, Augie and Jean Lock Kunz. 2001. *Media and Minorities: Representing Diversity in Multicultural Canada*. Toronto: Thompson Educational Publishing.
- Force, Craig & Kent Roach. 2016. Bridging the National Security Accountability Gap: A Three-Part System to Modernize Canada's Inadequate Review of National Security. Available...: <http://antiterrorlaw.ca/>
- Freire, P. 1972. *Pedagogy of the Oppressed*. New York: Herder & Herder.
- Gabor. Thomas. March 31, 2004. *The Views of Canadian Scholars on the Impact of the Anti-Terrorism Act*. University of Ottawa. Department of Criminology. Available for viewing: http://canada.justice.gc.ca/en/ps/rs/rep/2005/rr05-1/rr05-1_a_08_01.html
- 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-Canadian & Aboriginal Relations in Colonial Canada*. Vancouver; Toronto: UBC Press.
- Herman Edward and Noam Chomsky. 1988. *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon Books.
- Kelly, Jennifer. 1998. *Under the Gaze: Learning to Be Black in White Society*. Halifax: Fernwood Publishing.
- Karim, H. Karim. 2003. *Islamic Peril: Media and Global Violence*. Montreal: Black Rose Books.
- Li, Peter. 1999. *Race and Ethnic Relations in Canada*. 2nd ed. Toronto: Oxford University Press.
- . 1988. *The Chinese in Canada*. Toronto: Oxford University Press.
- Mannette, Joy. 1992. *Elusive Justice: Beyond the Marshall Inquiry*. Halifax: Fernwood Publishing.
- McCarthy, Cameron and Warren Crichlow. 1993. *Race, Identity, and Representation in Education*. New York: Routledge.
- McCaskell, Tim. (2005). *Race to Equity: Disrupting Educational Inequality*. Toronto: Between the Lines.
- Miles, Robert. 1989. *Racism*. London: Routledge.
- Monthly Review. 1992. *Columbus and the New World Order 1492-1992*, Vol. 44, No. 3.
- Razack, Sherene. 2002. *Race, Space, and the Law: Unmapping a White Settler Society*. Toronto:

Between the Lines.

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.

---. (1997). *Covering Islam*. Vantage: New York.

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

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

Schissel, Bernard and Terry Wotherspoon. (2003). *The Legacy of School for Aboriginal People: Education, Oppression, and Emancipation*. Don Mills: Oxford University Press.

Sleeter, Christine E. 1991. *Empowerment through Multicultural Education*. Albany: Suny.

Teelucksingh, Cheryl. 2006. *Claiming Space: Racialization in Canadian Cities*. Waterloo, ON: Wilfrid Laurier University Press.

Welch, Michael. (2006). *Scapegoats of September 11th: Hate Crimes and State Crimes in the War on Terror*. New Brunswick, NJ; London: Rutgers University Press.

Zinga, D. 2006. *Navigating Multiculturalism: Negotiating Change*. UK.: Cambridge Scholar's Press.