



DEPARTMENT OF SOCIOLOGY

Sociology 3205 YDE

“Race,” Ethnicity and Social Justice

Fall/Winter 2020-2021

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

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Course Focus:

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, critical political economy theorizing and critical “race” theory—as well as other sociological perspectives and intersectional analyses.

Required Texts (available at Lakehead University Bookstore):

- 1) Satzewich, Vic and Nikolaos Liidakis. 2017. *"Race" and Ethnicity in Canada* (4th Eds.). Toronto: Oxford University Press
- 2) Zawilski, Valerie. 2016. *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class* (3rd Eds.). Toronto: Oxford University Press.
- 2) Required additional reading available online on the **D2L** (see for details page 5).

Date	Course Topics	Required & Recommended Readings
Week 1 & 2 - Sept. 8 & week 2- Sept. 14	1. Introduction 2. Identities, Citizenship & the Canadian Narrative People of Colour & the Social Construction of Nationality Identities, Gender & Ethnicity	See my PowerPoint Presentation (PPT): “Race,” Ethnicity & Racism. C. James (pp: 1-7); C. James (Shadd: 10-16; K. James:17-19) Didi Khayatt—in James Eds., pp:74-88 (D2L); recommended: Hamdon
Week 3 - Sept. 21	3. The Concepts of Ethnicity & “Race”	Satzewich & Liidakis, Chapter 1
Week 4 - Sept. 28	4. Historical Representations of the “Other” Internationally Deconstructing Stereotypes about the “Other”	Recommended: R. Miles, <i>Racism</i> . See my PPT See: BBC Science and Islam 1 The Language of Science https://www.youtube.com/watch?v=FLay7RD3kEw BBC Science and Islam 2 - The Empire of Reason https://www.youtube.com/watch?v=oUGBp_mKrkI

Date	Course Topics	Required & Recommended Readings
Week 5 – Oct. 5 & Week 6- Oct. 19	5 & 6. Historical Representations of the “Other” in Canada : A) French & English Relations; B) Indigenous/Non-Indigenous & the legacy of Residential schools; C) Ethno-cultural Minorities	A+B) Satzewich & Liodakis, Chapter 3; B) Zawilski (Schissel & Wotherspoon, (pp: 101-120); See my PPT: Rethinking History Part 1; Recommended: TRC :< http://nctr.ca/reports2.php >; Ron G. Bourgeault*; C) Henry & Tator, The Colour of Democracy—pp: 57-64 (D2L). * R. G. Bourgeault, “Race & Class under Mercantilism: Indigenous People in the Nineteenth Century Canada” (chapter 3: pp: 41-70)—in Bolaria & Li, Eds. <i>Racial Oppression in Canada.</i>
Oct 12th	<u>Fall Study Break: Oct. 12-18</u>	
Week 7- Oct. 26 & Week 8- Nov. 2	7 & 8. Historical Overview of Canada’s Immigration Policy Immigration & the Canadian Mosaic Transnational Motherhood & Migrant Domestic Workers The Politics of Diversity in Thunder Bay Recommended: “A Community of Acceptance” Report—see Diversity Thunder Bay	See my PPT on this area. Satzewich & Liodakis, chap. 4; Choudry et al, <i>Fight Back: Workplace Justice for Immigrants</i> ; Satzewich, <i>Deconstructing A Nation</i> ; Case study: Zawilski (Preston et al, pp: 67-81) Zawilski (Arat-Koc, pp: 365- 376); Case study: Mexican Women Workers in the Tomato Food Chain in Canada—Zawilski (Brandt, pp: 389-399) Diversity Thunder Bay: http://www.diversitythunderbay.ca/?pgid=13
Week 9 Nov. 9 & Week 10- Nov. 16	9 & 10. Theories of Ethnicities & “Race” Feminist Intersectional Theorizing Critiquing Historical Theorizing on Issues Facing Indigenous People Holistic Perspectives by Indigenous Scholars	Satzewich & Liodakis, Chapter 2; see my PPT on Theorizing Part 1 & 2; Zawilski (Stasiulis, pp: 25-52). See my PPT: Rethinking History Part 2; D. Long & O. Dickason, <i>Visions of the Heart: Canadian Aboriginal Issues.</i> 3rd Eds. (pp: XXI-XXXIV) (D2L)
Week 11 Nov. 23	11. Review for the test Nov 26th – TEST	
Week 12 Nov. 30	12. Understanding Social inequality The Intersections of Ethnicity, Gender & Class Critical Reflection & Discussion	Satzewich & Liodakis, Chapter 5 <u>A Conversation on Race and Privilege with Angela Davis and Jane Elliott</u> https://www.youtube.com/watch?v=S0jf8D5WHoo Task: TBA
Week 13 Jan. 11	13 Diversity, Multiculturalism & Quebec Interculturalism Critical Multiculturalism	Satzewich & Liodakis, Chapter 6 Recommended: Chahal (see the following pages of this article or my PPT)—in D. Zinga, Ed., pp: 98-102
Week 14- Jan. 18	14. Institutional Racism—Racism in Canadian Society Islamophobia & Anti-Semitism in Canada	Satzewich & Liodakis, Chapter 7 Satzewich & Liodakis, pp: 197-201
Week 15 Jan. 25	15. Racism in Canadian Education The Legacy of Forced Assimilative Education for Indigenous Peoples Decolonizing Education: Confronting & Eliminating Racism	Henry & Tator, Chapter 8 (pp:199-215) (D2L) Recommended: Marie Battiste, chapter 2: (pp: 23-33) M. Battiste, chapter 6 (pp: 125-139; Truth and Reconciliation in education: a beginning: https://www.rcinet.ca/en/2015/09/13/truth-and-reconciliation-in-education-a-beginning/

Date	Course Topics	Required & Recommended Readings
Week 16 - Feb. 1	16. People of Colour & Education Re-evaluating Anti-racist/Multicultural Education Education & the Globalization of Difference after 9/11 World The Intersection of Race, Class, & Gender in the Anti-racism Discourse	Case studies: Zawilski (Codjoe, pp:120-146); Zawilski (Rashti:146-155); Zawilski (Wane, 155-168); recommended: Kincheloe (pp: 3-27) Recommended: Chahal in D. Zinga, Ed., pp: 102-123 (or my PPT on this area) Gosh & Abdi , pp: 141-164 (D2L) Zawilski (Sefa Dei—see the 6 key issues of his Integrative Ant-racism perspective—pp: 10-22)
Week 17-Feb. 8	17. Racism in the Media Hollywood Portrayal of Indigenous People and Ethno-cultural “Minorities”	See my (PPT) on this topic. Reel Bad Arabs (2006): How Hollywood Vilifies a People: Media Education Foundation https://lakeheadu.kanopy.com/video/reel-bad-arabs-how-hollywood-vilifies-people Indigenous people, see Reel Injun Doc & Reel Injun with Ariel Smith, Melanie Hadley, and Cowboy Smithx Amira Elghawaby, March 3, 2014: http://rabble.ca/news/2014/03/why-are-visible-minorities-invisible-canadian-media
Week 18 - Feb. 22	18. Racialization & Health-Care Immigrant Women’s Health	Carl James et al, pp:115-140 (D2L) Zawilski (Mackinnon, 195-211); case study: Zawilski (Glenn, pp:233-249 Recommended:
Feb 15	Winter Study Break: 15-19	
week 19 – March 1	19. Inequality, Racialization & Social Justice Police Brutality and Racism The Racialization of National Security The Racialization of Immigration Surveillance	Case studies: Zawilski (Nelson, pp: 285-298); Zawilski (Kortweg:312-325); Caught on camera: Police brutality and racism in Trump's America The Listening Post (Full) (see 1-14 min): https://www.youtube.com/watch?v=bUv46G-2W78 Police brutality in Canada (CBC) see videos on this website:< https://www.youtube.com/results?search_query=CBC+ON+police+brutality+canada > W. Chan & D. Chunn, pp: 119—132; 119-132 (D2L) Zawilski (Monture-Angus , pp:269-284); Kerry Coast, pp:11-41(D2L); Chan & Chunn 87-100 (D2L)
Week 20 March 8	20. The Racialization of Crime, Indigenous Peoples & the Justice System	
Week 21 March 15	21. “Race” & Class & International Peace, Violence & Conflict	Noam Chomsky: http://www.youtube.com/watch?v=x0kgG1_6Qn0 Chris Hedges On Corporate Control Of The World: https://www.youtube.com/watch?v=i5X3NRD00FY Recommended: Chahal, Knowledge Discourses & International Peace and Justice: < http://edocs.lib.sfu.ca/ccrc/ >
Week 22 March 22	22. Organizational Resistance to Anti-racism The Paradox of Democratic Racism Confronting Racism: Strategies of Resistance	Henry & Tator , Chapter 13—pp:337- 339) (D2L) Henry & Tator, Chapter 14—pp:359-366 (D2L) Henry & Tator, Chapter 14—pp:366-376 (D2L)
Week 23 March 29	23. Test Review	

Date	Course Topics	Required& Recommended Readings
April 1 st	Week 23— April 1 st –TEST2--	Test 2, April 1 st (3:00-4:00 p.m.)
Week 24 April 6	24. Critical Reflection and Discussion	Task: TBA

Course Requirements:

There are four (3) requirements for this course.

1. Two Response Papers. Due dates: **Nov. 11th** and **March 4th** (2 @ 15 marks each)**30%**
Each response paper answers a specific question (or questions) in relation to my PowerPoint presentation(s) and reading material for a specific date. More detail is given on the Instruction page.
2. Two Tests: **Nov. 26th** and **April 1st**(2 @ 20% each).....**40%**
The tests consist of short answer/ short essay questions and multiple-choice questions. The tests cover all class work, my PowerPoint presentations, and reading material to date
3. Posts, Critical Reflection and Discussions
6 Posts. Due dates: Sept. **16**, Oct. **21**, Nov **18**, **Jan. 27**, Feb. **10** and March **17**.
(6 @ 5% each).....**30%**

To do well in this course, you must do the work on a weekly basis. You must contribute to the discussions in a thoughtful way. You must also critically reflect on the assigned readings and my PowerPoint presentations by making use of the concepts, theories and other material covered in class and clearly show that in your response papers and posts.

PLEASE NOTE:

- The response papers 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.calstatela.edu/library/guides/3asa.pdf>
https://www.lakeheadu.ca/sites/default/files/uploads/92/ASA_Style_4th_ed_0.pdf
- There is a penalty for response papers handed in late (2% per day).
- Plagiarism will not be tolerated and will be dealt with according to the University regulations. See for more details, Lakehead University New Student Code of Conduct: Academic Integrity: <https://teachingcommons.lakeheadu.ca/index.php/new-student-code-conduct-academic-integrity>

Further, the students will be given additional information concerning course topics, course requirements, evaluation procedures and any other relevant material on Sept 8th.

Required Reading Materials (in addition to the main text and the reader)—**Available online on the D2L.**

Akua Benjamin, Carl James, David Este, Bethan Lloyd, Wanda Thomas Bernard and Tana Turner. 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

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.

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; pp: 119-132--The Racialization of National Security. *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.

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.

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

Henry, Frances and Carol Tator. 2010. Chapter 3, pp: 57-63—Racism in Canadian History; Chapter 8, pp: 199-215: Racism in Canadian Education; Chapter 13, pp: 337-339: Organizational Resistance to Anti-racism; Chapter 14, pp: 359-366—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:

Bolaria, B. Singh & Peter Li. 1988.

Canada. *Racial Oppression in Canada*. 2nd Ed., Toronto: Garamond.

Bourgeault, Ron. 1988. "Race & Class under Mercantilism: Indigenous People in the Nineteenth Century Canada" (chapter 3: pp: 41-70)—in Bolaria & Li, Eds. *Racial Oppression in Canada*.

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.
- Freire, P. 1972. *Pedagogy of the Oppressed*. New York: Herder & Herder.
- 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.
- 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.

University Policies

- Students in this course are expected to conform to the [Code of Student Behaviour](#). Please read the [Code of Student Behaviour](#)¹.
- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact [Student Accessibility Services \(SAS\)](#)² and register as early as possible.
- Accommodations are in accordance with the terms of the [Ontario Human Rights Code](#)³. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

¹ <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>

² <http://studentaccessibility.lakeheadu.ca>

³ <http://www.ohrc.on.ca/en/ontario-human-rights-code>