



## DEPARTMENT OF SOCIOLOGY

**Sociology 3205 YDE****“Race,” Ethnicity and Social Justice***Fall/Winter 2022-2023**Sociology web-page address: <http://sociology.lakeheadu.ca>***Instructor: Walid Chahal****Phone: 343-8426****Office: UC 0037—Zoom Office Hours by Appointment****e-mail: [wchahal@lakeheadu.ca](mailto:wchahal@lakeheadu.ca)****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 Lioudakis). 2021. *“Race” and Ethnicity in Canada* (5<sup>th</sup> Eds.). Toronto: Oxford University Press

2) Required additional/recommended readings available online on the **D2L** (see **pages 5-7**).

<b>Date</b>	<b>Course Topics</b>	<b>Required &amp; Recommended Readings</b>
Week 1 Sept. 6 & week 2- Sept. 12	1. Introduction 2. Identities, Citizenship & the Canadian Narrative People of Colour & the Social Construction of Nationality Identities, Gender & Ethnicity Human Rights and the Law: Diversity & Disadvantage	See my PowerPoint Presentation (PPT): “Race,” Ethnicity & Racism.  C. James (pp: 1-7); C. James (Shadd: 10-16; K. James:17-19)—In James & Shadd Eds. (D2L)  Didi Khayatt—in James+ Eds., pp:74-88 (D2L); recommended: Hamdon ((D2L); Jessica E. Pulis, pp: 6-32 (D2L); S. Choudhury, 2021 (D2L)
Week 3 - Sept. 19	3. The Concepts of Ethnicity & “Race”	<b>Satzewich, Chapter 1</b>
Week 4 - Sept. 26	4. Historical Representations of the “Other” Internationally Deconstructing Stereotypes about the “Other”	Recommended: R. Miles, <i>Racism</i> . See my PPT.  <b>Edward Said (Intro - pp: xi-xxviii), <i>Culture &amp; Imperialism</i> (D2L); BBC Science &amp; Islam, Parts 1 &amp; 2: The Language of Science; The Empire of Reason</b> <a href="https://www.youtube.com/watch?v=FLay7RD3kEwBBC">https://www.youtube.com/watch?v=FLay7RD3kEwBBC</a> <a href="https://www.youtube.com/watch?v=oUGBp_mKrKI">https://www.youtube.com/watch?v=oUGBp_mKrKI</a>

Date	Course Topics	Required& Recommended Readings
Week 5 – Oct. 3 & Week 6- Oct. 17  Fall Study Break: Oct. 10-14	<b>5 &amp; 6. Historical Representations</b> of the “Other” in <b>Canada</b> : A) French & English Relations; B) Indigenous/Non-Indigenous & the legacy of Residential schools; C) Canada’s History of Racism & Racialized Groups	<b>A+B) Satzewich</b> , Chapter 3; <b>B) S Patel &amp; Nisha Nath</b> , 2022, in A. <b>Gebhard</b> et al eds. ( <b>D2L</b> ); See my <b>PPT: Rethinking History Part 1</b> ; Recommended: <b>Satzewich</b> , chap. 8; <b>TRC</b> :< <a href="http://nctr.ca/reports2.php">http://nctr.ca/reports2.php</a> >; Ron G. Bourgeault*; <b>C) Henry &amp; Tator</b> , <i>The Colour of Democracy</i> —pp: <b>57-64 (D2L)</b> . * 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> .
Week 7- Oct. 24 & Week 8- Oct. 31	<b>7 &amp; 8. Historical Overview</b> of Canada’s Immigration Policy Immigration, & the Canadian Mosaic The Issue of Racialization in Thunder Bay & Fort Frances Recommended: “A Community of Acceptance” Report—see Diversity Thunder Bay	<b>See my PPT on this area.</b> <b>Satzewich</b> , chap. 4. Recommended: Choudry et al, <i>Fight Back: Workplace Justice for Immigrants</i> ; Satzewich, <i>Deconstructing A Nation</i> ; Case study: Diversity Thunder Bay: <a href="http://www.diversitythunderbay.ca/?pgid=13">http://www.diversitythunderbay.ca/?pgid=13</a> <b>J. Denis</b> : pp: 3-31 ( <b>D2L</b> )
Week 9 Nov. 7 & Week 10- Nov. 14	<b>9 &amp; 10. Theories of Ethnicities &amp; “Race”</b> Feminist Intersectional Theorizing Critiquing Historical Theorizing on Issues Facing Indigenous People Holistic Perspectives by Indigenous Scholars	<b>Satzewich</b> , Chapter 2; see my <b>PPT</b> on Theorizing, Parts 1, 2 & 3; See also my <b>PPT: Rethinking History Part 2</b> ; <b>D. Long &amp; O. Dickason</b> , <i>Visions of the Heart: Canadian Aboriginal Issues</i> . 3rd Eds. (pp: XXI-XXXIV) ( <b>D2L</b> )
<b>Week 11 Nov. 21</b>	11. Understanding Social inequality  The Intersections of Ethnicity, Gender & Class  <b>Nov. 24<sup>th</sup> test—Nov. 24<sup>th</sup> – TEST</b>	<b>Satzewich</b> , Chapter 5  A Conversation on Race and Privilege with Angela <b>Davis</b> and Jane <b>Elliott</b> <a href="https://www.youtube.com/watch?v=S0jf8D5WHoo">https://www.youtube.com/watch?v=S0jf8D5WHoo</a>
<b>Week 12 Nov. 28 – Dec 6</b>	<b>12 Diversity, Multiculturalism &amp; Quebec</b> Interculturalism Critical Multiculturalism	<b>Satzewich</b> , Chapter 6 <b>Chahal</b> , 2006 (see the following pages of this article &/or my <b>PPT</b> )—in D. Zinga, Ed., pp: 98-108
<b>Week 13- Jan. 9</b>	<b>13. Institutional Racism—Racism in Canadian Society</b> Islamophobia & Anti-Semitism in Canada Getting to Know the Other	<b>Satzewich</b> , Chapter 7/ <b>PPT</b>  <b>Satzewich</b> , Chapter 7 (pp: 222-226); <b>D. Este</b> et al (M. <b>Qasqas</b> , chapter 12/ <b>D2L</b> ). <b>N. Bakht</b> , 2022/ <b>D2L</b>
<b>Week 14 Jan. 16</b>	<b>14. Racism in Canadian Education</b> The Legacy of Forced Assimilative Education for Indigenous Peoples Decolonizing Education: Confronting & Eliminating Racism  People of Colour, Work & Education (Part I)	<b>Henry &amp; Tator</b> , Chapter 8 (pp:199-215) ( <b>D2L</b> ). Recommended: Marie Battiste, chapter 2: (pp: 23-33) ( <b>D2L</b> ). <b>M. Battiste</b> , chapter 6 (pp: 125-139 ( <b>D2L</b> ); <b>Truth &amp; Reconciliation in education</b> : a beginning: <a href="https://www.rcinet.ca/en/2015/09/13/truth-and-reconciliation-in-education-a-beginning/">https://www.rcinet.ca/en/2015/09/13/truth-and-reconciliation-in-education-a-beginning/</a> <b>H. Henry</b> et al ( <b>Carl E. James, &amp; S. Chapman Nyaho</b> , chapter 5 2017/ <b>D2L</b> )

Date	Course Topics	Required & Recommended Readings
Week 15 Jan. 23 & Week 16 Jan. 30	<b>15 &amp; 16.</b> People of Colour & Education (Part II) Re-evaluating Anti-racist/Multicultural Education School Choice, Commodification, & the Racialized Branding of Afrocentricity Education & the Globalization of Difference after 9/11 World Anti-racism Education in Post-Covid-19 Canada	<b>Chahal</b> , 2006—in in D. Zinga, Ed. - see the following pages:108-123 (& my <b>PPT</b> on this area) ( <b>D2L</b> ); recommended: Kincheloe (pp: 3-27). T. Das <b>Gupta</b> (K. N. <b>Gulson</b> & P.T. <b>Webb</b> , Chapter 27, pp: 358-375/ <b>D2L</b> ) ; <b>Gosh &amp; Abdi</b> , pp: 141-164 ( <b>D2L</b> )  L. <b>Ling</b> & G. <b>Shibao</b> , 2022/ <b>D2L</b>
Week 17 - Feb. 6	<b>17.</b> Racism in the Media Feminist Analysis of Popular Media and Political Discourses Hollywood Portrayal of Indigenous People and Ethno-cultural “Minorities”	See my ( <b>PPT</b> ) on this topic; <b>Cole</b> , pp: 61-78 <b>Case study: J. Gill, 2022: “Problematising “Honour Crimes” within the Canadian Context.” (D2L)</b> <b>Reel Bad Arabs</b> (2006): How Hollywood Vilifies a People: Media Education Foundation <a href="https://lakeheadu.kanopy.com/video/reel-bad-arabs-how-hollywood-vilifies-people">https://lakeheadu.kanopy.com/video/reel-bad-arabs-how-hollywood-vilifies-people</a> On Indigenous people, see <b>Reel Injun</b> Doc & Reel Injun with Ariel Smith, Melanie Hadley, and Cowboy Smithx Amira Elghawaby, March 3, 2014: <a href="http://rabble.ca/news/2014/03/why-are-visible-minorities-invisible-canadian-media">http://rabble.ca/news/2014/03/why-are-visible-minorities-invisible-canadian-media</a>
Week 18 - Feb. 13	<b>18.</b> Racialization & Health-Care COVID-19-Related Health Disparities	Carl <b>James</b> et al, pp: <b>115-140 (D2L)</b> <b>K. Yang &amp; H. Qi</b> , 2022 ( <b>D2L</b> )
Feb. 20	<b>Winter Study Break: 20-24</b>	
week 19 - Feb. 27  Week 20 March 6	<b>19.</b> Inequality, Racialization & Social Justice Racialization, Criminalization, Representation Police Brutality and Racism  <b>20.</b> The Racialization of National Security  The Racialization of Immigration Surveillance Social Media Surveillance	<b>PPT:</b> The Racialization of Crime & the CJS <b>D. Brock (C. Murdocca</b> , chapter 5/ <b>D2L</b> ); <b>Cole</b> , pp: 39-60 ( <b>D2L</b> ); Caught on camera: <b>Police brutality and racism</b> in Trump's America   The Listening Post (Full) (see1-14 min): <a href="https://www.aljazeera.com/program/the-listening-post/2020/6/6/caught-on-camera-police-brutality-and-racism-in-trumps-america">https://www.aljazeera.com/program/the-listening-post/2020/6/6/caught-on-camera-police-brutality-and-racism-in-trumps-america</a> <b>Police brutality</b> in Canada (CBC) see videos on this website:< <a href="https://www.youtube.com/results?search_query=BC+ON+police+brutality+canada">https://www.youtube.com/results?search_query=BC+ON+police+brutality+canada</a> >  W. Chan & D. Chunn, pp: 119—132 ( <b>D2L</b> ); D. Brock (M. E. <b>French</b> & S.A. <b>Browne</b> , chapter 10 ( <b>D2L</b> ); Aziz <b>Choudry</b> , chapter 4 ( <b>D2L</b> ); Chloé L. <b>Nurik</b> , 2022 ( <b>D2L</b> )
Week 21 March 13	<b>21.</b> The Racialization of Crime, Indigenous Peoples & the Justice System	Kerry Coast, pp:11-41( <b>D2L</b> ); Chan & Chunn 87-100 ( <b>D2L</b> ); D. <b>Este</b> et al (S. Goulet, chapter 3/ <b>D2L</b> )

<b>Date</b>	<b>Course Topics</b>	<b>Required &amp; Recommended Readings</b>
Week 22 March 20	22. "Race" & Class & International Peace, Violence & Conflict	Noam Chomsky: <a href="http://www.youtube.com/watch?v=x0kgG1_6Qn0">http://www.youtube.com/watch?v=x0kgG1_6Qn0</a> Noura <b>Erakat</b> , 2019 (Intro, pp: 1-22/ <b>D2L</b> ). Recommended: Chahal, Knowledge Discourses & International Peace and Justice: < <a href="http://edocs.lib.sfu.ca/ccrc/">http://edocs.lib.sfu.ca/ccrc/</a> >. Recommended: Satzewich, chap. 9
Week 23 March 27	23. <b>Collective Resistance to Racism</b> Indigenous Resistance: Idle No More <b>Black Lives Matter</b>  Organizational Resistance to Anti-racism The Paradox of Democratic Racism Confronting Racism: Strategies of Resistance The Intersection of Race, Class, & Gender in the Anti-racism Discourse	T. Das Gupta (P. Palmater & S. McAdam, chapter 47/ <b>D2L</b> ); T. Das Gupta (S. Hudson & Y. Khogali, chapter 48/ <b>D2L</b> Henry & Tator, Chapter 13—pp:337- 339) ( <b>D2L</b> ); George Sefa <b>Dei</b> , in Zawilski ed./ <b>D2L</b> PPT: Organizational/Institutional Resistance to Antiracism Henry & Tator, Chapter 14—pp:359-366 ( <b>D2L</b> ) Henry & Tator, Chapter 14—pp:366-376 ( <b>D2L</b> )
March 30	<b>March 30<sup>th</sup> –TEST2—</b>	<b>Test 2, March 30<sup>th</sup></b>
Week 24 April 3-11	24. The Benefits & Challenges of Collective Action	J. Denis, Chapter 10—pp: 261-292 ( <b>D2L</b> )

### Course Requirements:

There are three (3) requirements for this course.

- Two Response Papers. Due dates: **Nov. 10<sup>th</sup>** and **March 2<sup>rd</sup>** (2 @ 12 marks each) .....**24%**  
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 (**D2L**) .
- Two Tests: **Nov. 24<sup>th</sup>** and **March 30<sup>th</sup>** .....(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
- Posts, Critical Reflection and Discussions  
6 **Posts**. Due dates: Sept. **15**, Oct. **20**, Nov **17**, **Jan. 26**, Feb. **9** and March **16**.  
(6 @ 5% each).....**30%**  
**3 Comments on Posts 1, 3 & 6**..... (2 @ 3% each) ... **6%**  
More detail is given on the Instruction page and schedule of modules on the **D2L**.

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](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://www.lakeheadu.ca/students/student-life/student-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 6<sup>th</sup> on the D2L.

**Required & Recommended Reading Materials** (in addition to the main text)—**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

Bakht, Natasha. 2022. ‘Getting to Know the Other: Niqab-Wearing Women in Liberal Democracies.’ *Religions*; Basel Vol. 13, Iss. 4, 361. DOI:10.3390/rel13040361. At <https://www.proquest.com/docview/2653018151/8E8431856D6B45DEPQ/47?accountid=11956>

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.

Brock, Deborah, Amanda Glasbeek, Carmela Murdocca. 2014 (Chapter 5, pp: 107-132—"Racialization, Criminalization, Representation by Carmela Murdocca; Chapter 10, pp:251-284-- Profiles & Profiling Technology: Stereotypes, Surveillance, & Governmentality by Martin E. French & S.A. Browne). *Criminalization, Representation, Regulation: Thinking Differently About Crime*. Toronto: University of Toronto press.

Chahal, Walid. 2006 (chapter 5, pp: 98 – 123: “Multicultural Education and Policy Making.” In Dawn Zinga, (ed.), *Navigating Multiculturalism: Negotiating Change*. Newcastle/UK: Cambridge Scholars Publishing.

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

Choudry, Aziz. 2019 (Chapter 4, pp79-96—Coming-of-age under surveillance: South Asian, Arab and Afghan American youth and post 9/11 activism by Sunaina Maria). *Activists and the Surveillance State: Learning from Repression*. Toronto: Between the Lines.

Choudhury, Shakil. 2021 (Preface, pp:1-13; Chapter 1, pp: 1- 36 – Four Pillars of Deep Diversity: *A Compassionate, Scientific Approach to Achieving Racial Justice*. Vancouver - Berkeley: Greystone Books.

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).

Cole, Desmond. 2020 (Justice for Abdirahman— pp39-60; Direct Action – pp: 61-78). *The Skin We're in: a Year of Black Resistance and Power*. Toronto: Doubleday Canada.

Das Gupta, Tania Carl E. James, Chris Andersen, Grace-Edward Galabuzi, Roger C. A. Maaka. 2018 (Chapter 27, pp: 358-375): A Raw, Emotional Thing: School Choice, Commodification, & the Racialized Branding of Afrocentricity in Toronto, Canada by Kalervo N. Gulson & P. Taylor Webb; chapter 47: Idle No More by Pamela's Palmater & Sylvia McAdam (Saysewahum); chapter 48, pp: 695 -713: We Will Win: Black Lives Matter – Toronto, by Sandra Hudson & Yusra Khogali). *Race and Racialization: Essential Readings* (Second Edition). Toronto - Vancouver: Canadian Scholars' Press Inc

Dei, Sefa George. 2016 (Introduction: pp: 4-25). In Valerie Zawilski (ed.), *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class* (3rd Eds.). Toronto: Oxford University Press.

Denis, Jeffrey. 2020. *Canada at a Crossroads: Boundaries, Bridges, and Laissez-Faire Racism in Indigenous-Settler Relations*. Toronto: University of Toronto Press. Introduction: Boundaries and Bridges in Indigenous-Settler Relations—pp: 3-31; Chapter 10—pp: 261-292 – The Benefits and Challenges of Collective Action: We can work together if we want to work together.

Erakat, Noura. 2019 (Intro, pp: 1-22). *Justice for Some: Law and the Question of Palestine*. Stanford: Stanford University Press.

Este, David, Liza Lorenzetti and Christa Sato. 2018 (Chapter 3): From Racism to Reconciliation: Indigenous Peoples and Canada by Sharon Goulet; Chapter 12, pp: 302-328: racial resilience: Islamophobia and the new Canadian reality by Mahdi Qasqas). *Racism and Anti-Racism in Canada*. Halifax - Winnipeg: Fernwood Publishing.

French, Martin. & S.A. Browne. 2014 (Chapter 10, pp:251-284): “Profiles & Profiling Technology: Stereotypes, Surveillance, & Governmentality.” In Deborah Brock, Amanda Glasbeek, Carmela Murdocca (eds.), *Criminalization, Representation, Regulation: Thinking Differently About Crime*. Toronto: University of Toronto press.

Gebhard, Amanda, Sheelah McLean and Verna St. Denis. 2022 (Chapter 1 - pp: 1-22: Introduction by Amanda Gebhard, Sheelah McLean and Verna St. Denis; Chapter 10 – 146-162: What can “Settler of Colour” Teach Us? A Conversation of the Complexities of Decolonization in White Universities by Shaista Patel and Nisha Nath). *White Benevolence: Racism and Colonial Violence in the Helping Professions*. Winnipeg: Fernwood Pub.

Gill, Jessica K. (2022). “Problematizing “Honour Crimes” within the Canadian Context: A Postcolonial Feminist Analysis of Popular Media and Political Discourses.” *Societies*; Basel Vol. 12, Iss. 2, 62. DOI:10.3390/soc12020062. AT

<<https://www.proquest.com/docview/2653017009/8E8431856D6B45DEPQ/51?accountid=11956>>  
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. *The Colour of Democracy: Racism in Canadian Society. 4th Edition*. Toronto: Thomson Nelson. pp: **57-63** of **Chapter 3**—Racism in Canadian History; Chapter 8, pp:**199-232**: Racism in Canadian Education; Chapter 13, pp: **337-339**: Organizational Resistance to Anti-racism; Chapter 14, **359-376**—The Paradox of Democratic racism.

Henry, Frances, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos, and Malinda S. Smith. 2017 (Chapter 5, pp: 84 - 114 – Would Never Be **Hired** These Days: the Precarious Work Situation of Racialized & Indigenous Faculty Members by Carl E James with Selom Chapman Nyaho). *The Equity Myth: Racialization and Indigeneity at Canadian Universities*. Vancouver - Toronto: UBC press.

Ling, Lei & Guo Shibao.2022. “Beyond multiculturalism: revisioning a model of pandemic anti-racism education in post-Covid-19 Canada.” *International Journal of Anthropology and Ethnology*; Beijing Vol. 6, Iss. 1, (Dec). DOI:10.1186/s41257-021-00060-7. At

<<https://www.proquest.com/docview/2623501229/8E8431856D6B45DEPQ/48?accountid=11956>>

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

Murdocca, Carmela. 2014 (Chapter 5, pp: 107-132—“Racialization, Criminalization, Representation.” In Deborah Brock, Amanda Glasbeek, Carmela Murdocca (eds.), *Criminalization, Representation, Regulation: Thinking Differently About Crime*. Toronto: University of Toronto press.

Nurik, Chloé Lynn, 2022. “Facebook and the Surveillance Assemblage: Policing Black Lives Matter Activists & Suppressing Dissent.” *Surveillance & Society*; Kingston Vol. 20, Iss. 1, (2022): 30-46. AT  
<<https://www.proquest.com/docview/2648273004/8E8431856D6B45DEPQ/87?accountid=11956>>

Pulis, Jessica E. & Paul U. Angelini. 2019. *Rethinking Who We Are: Critical Reflections on Human Diversity in Canada*. Halifax & Winnipeg: Fernwood. Chapter 1—pp:3-25—Human Rights and the Law: Diversity and Disadvantage (by Jessica E. Pulis).

Said, Edward W. 1994 (Introduction: pp: xi-xxviii). *Culture and Imperialism*. New York: Vintage Books.

Yang, Keng & Qi, Hanying. 2022.”Research on Health Disparities Related to the COVID-19 Pandemic: A Bibliometric Analysis.” *International Journal of Environmental Research and Public Health*; Basel Vol. 19, Iss. 3, 1220. DOI:10.3390/ijerph19031220. AT

<<https://www.proquest.com/docview/2627538666/8E8431856D6B45DEPQ/89?accountid=11956>>

### 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*. Toronto: Garamond.

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). *Diversity, Crime & Justice in Canada*. Toronto: Oxford University Press.

Zawilski, Valerie. 2016. *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class*. 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.

Cole, Desmond. 2019. *The Skin We're In: A Year of Black Resistance and Power*. Toronto: Random House of Canada.

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).

Chahal, Walid. 2004. "Restorative Justice: Rethinking Policy for Canada's Aboriginal Peoples," in Dawn 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*. 2<sup>nd</sup> 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.
- Satzewich, Vic. 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](#)<sup>1</sup>.
- **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 \(SAS\)](#)<sup>2</sup> and register as early as possible.
- Accommodations are in accordance with the terms of the [Ontario Human Rights Code](#)<sup>3</sup>. 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.

---

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

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

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