



Department of Sociology
Sociology 3205 YDE
“Race,” Ethnicity and Social Justice
Fall/Winter 2026-2027

Mondays & Wednesdays: 1:00 – 2:30 pm - **via zoom**
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 Readings (the text is available at Lakehead University Bookstore):

1) Satzewich, Vic (and Nikolaos Liodakis). 2021. *“Race” and Ethnicity in Canada* (5th Eds.). Toronto: Oxford University Press. (available at Lakehead University Bookstore, price: \$103.99 print, e-version, not available).

2) Required additional/recommended readings available online on the **D2L (see pages 7-9)**.

Learning Outcomes

By the end of this course, students will be able to:

1. evaluate key sociological theories of “race” and ethnicity, including critical race theory, intersectionality, political economy/conflict theorizing, symbolic interactionism, feminism, postmodernism, poststructuralism and intersectionality in relation to the causes of racism and racialization;
2. examine how key social institutions—including education, the criminal justice system, healthcare, and housing—actively contribute to and (re)produce systemic racism, racialization processes, and persistent racial and ethnic inequities;
3. investigate how power, politics, and dominant belief systems throughout history have actively produced and legitimized racist and ethnocentric structures;

4. appraise how systemic racism and racialization have been embedded in historical policies, belief systems, and social practices, and how these legacies continue to shape the experiences of ethnocultural groups and the functioning of institutions;
5. analyze the effect of laws, policies, and movements aimed at promoting racial justice;
6. assess basic sociological research on issues related to “race,” ethnicity, and racial justice;
7. interpret and critique data on racial inequities using sociological analysis;
8. show critical awareness into the meanings and functions of “race,” racialization, intersectionality, and multiculturalism/interculturalism, especially in relation to power hierarchies and resistance within marginalized lived experiences;
9. clearly and persuasively articulate deep understanding of “race” and justice through both written and verbal communication;
10. examine how “race,” class, gender, and immigration status intersect to shape or challenge experiences of marginalization;
11. critically evaluate the development, implementation, and outcomes of policies and institutional processes and practices designed to promote racial equity.

Date	Course Topics	Required & Recommended* Readings *Recommended readings are useful for further interest and for our presentations
Week 1 Sept. 9 & week 2- Sept. 14 & 16	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) & PPT; recommended: Hamdon ((D2L); Jessica E. Pulis, pp: 6-32 (D2L); S. Choudhury, 2021 (D2L)
Week 3 - Sept21/23	3. The Concepts of Ethnicity & “Race”	Satzewich, Chapter 1 & PPT
Week 4 - Sept. 28 & Oct. 5	4. Historical Representations of the “Other” Internationally Deconstructing Stereotypes about the “Other” Sept. 30: National Day for TR - No Class	Recommended: R. Miles, <i>Racism</i>. See my PPT. Edward Said (Intro - pp: xi-xxviii), <i>Culture & Imperialism</i> (D2L); Science and Islam, Jim Al-Khalili, BBC Documentary https://www.islamicity.org/9542/science-in-a-golden-age-optics-the-true-nature-of-light-2/

Date	Course Topics	Required & Recommended Readings
Week 5 – Oct. 5 & 7 Study Break Week 6 – Oct. 19 & 21	5 & 6. Historical Representations of the “Other” in Canada: A) French & English Relations; Fall Study Break: Oct. 12-16 B) Indigenous/Non-Indigenous & the legacy of Residential schools; C) Canada’s History of Racism & Racialized Groups	A+B) Satzewich, Chapter 3; B) S Patel & Nisha Nath, 2022, in A. Gebhard et al eds. (D2L); see my PPT: Rethinking History Part 1; recommended: Satzewich, chap. 8; TRC: <http://nctr.ca/reports2.php>; Ron G. Bourgeault*; C) Henry & Tator, <i>The Colour of Democracy</i> —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, <i>Racial Oppression in Canada</i> .
Week 7 Oct 26 & 28 Week 8- Nov. 2 & 4	7 & 8. Historical Overview 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) →	See my PPT on this area. Satzewich, chap. 4 & PPT. Recommended Choudry et al, <i>Fight Back: Workplace Justice for Immigrants</i> ; Satzewich, <i>Deconstructing A Nation</i> ; Case study: Diversity Thunder Bay: http://www.diversitythunderbay.ca/?pgid=13 J. Denis: pp: 3-31 (D2L)
Week 9 Nov. 9 & 11 Week 10- Nov 16 & 18	9 & 10. Theories of Ethnicities & “Race” Feminist Intersectional Theorizing Critiquing Historical Theorizing on Issues Facing Indigenous People Holistic Perspectives by Indigenous Scholars	Satzewich, Chapter 2; see my PPT on Theorizing, Parts 1, 2 & 3; See also 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 & 30 Nov. 25	11. Understanding Social inequality The Intersections of Ethnicity, Gender & Class Nov. 25th TEST —	Satzewich, Chapter 5 & PPT A Conversation on “Race” and Privilege with Angela Davis and Jane Elliott https://www.youtube.com/watch?v=S0jf8D5WHoo
Week 12 Nov/30/Dec 2, 7 & 8	12 Diversity, Multiculturalism & Quebec Interculturalism Critical Multiculturalism	Satzewich, Chapter 6 & PPT Chahal, 2006 (see the following pages of this article & /or my PPT)—in D. Zinga, Ed., pp: 98-108
Week 13- Jan. 4 & 6	13. Institutional Racism—Racism in Canadian Society Islamophobia/Anti-Muslim Racism & Anti-Semitism in Canada Getting to Know the Other	Satzewich, Chapter 7 & PPT Satzewich, Chapter 7 (pp: 222-226) & PPT; M. Qasqas, chapter 12 - in D. Este et al/D2L). Recommended N. Bakht, 2022/D2L
Week 14 Jan. 11 & 13	14. Racism in Canadian Education The Legacy of Forced Assimilative Education for Indigenous Peoples Decolonizing Education: Confronting & Eliminating Racism People of Colour, Work & Education (Part I)	Henry & Tator, Chapter 8 (pp:199-215) (D2L) & PPT. Recommended: Marie Battiste, chapter 2: (pp: 23-33) (D2L). M. Battiste, chapter 6 (pp: 125-139 (D2L); Truth & Reconciliation in education: a beginning: https://www.rcinet.ca/en/2015/09/13/truth-and-reconciliation-in-education-a-beginning/ (Carl E. James, & S. Chapman Nyaho, (chapter 5) - in F. Henry et al (2017) /D2L)

Date	Topics	Required & Recommended Readings
Week 15 Jan. 18 & 20 & Week 16 Jan. 25 & 27	15 & 16. 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	Chahal , 2006—in D. Zinga , Ed. - see the following pages:108-123 (& my PPT on this area) (D2L); recommended: Kincheloe (pp: 3-27). K. N. Gulson & P.T. Webb , Chapter 27, pp: 358-375 - in T. Das Gupta (2018) / D2L) ; Recommended, Gosh & Abdi , pp: 141-164 (D2L) L. Ling & G. Shibao , 2022/ D2L
Week 17 Feb. 1 & 3	17. Racism in the Media Feminist Analysis of Popular Media and Political Discourses Hollywood Portrayal of Indigenous People and Ethno-cultural “Minorities”	See my (PPT) on this topic; Cole , pp: 61-78 Case study: J. Gill, 2022: “Problematizing “Honour Crimes” within the Canadian Context.” (D2L) Reel Bad Arabs (2006): How Hollywood Vilifies a People: Media Education Foundation https://lakeheadu.kanopy.com/video/reel-bad-arabs-how-hollywood-vilifies-people On 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 8 &10	18. Racialization & Health-Care COVID-19-Related Health Disparities	Carl James et al, pp:115-140 (D2L) K. Yang & H. Qi , 2022 (D2L)
Feb. 15	Winter Study Break: 15-20	
Week 19 - Feb. 22 & 24	19. Inequality, Racialization & Social Justice Racialization, Criminalization, Representation Police Brutality and Racism	PPT: The Racialization of Crime & the CJS C. Murdocca , chapter 5, in Brock /D2L); Cole , pp: 39-60 (D2L); Caught on camera: Police brutality and racism in Trump's America The Listening Post (Full) (see1-14 min): https://www.aljazeera.com/program/the-listening-post/2020/6/6/caught-on-camera-police-brutality-and-racism-in-trumps-america Police brutality in Canada (CBC) see videos on this website:< https://www.youtube.com/results?search_query=BC+ON+police+brutality+canada > W. Chan & D. Chunn, pp: 119—132 (D2L); M. E. French & S.A. Browne , chapter 10 – in D. Brock (D2L) ; Aziz Choudry , chapter 4 (D2L). Recommended, Chloé L. Nurik , 2022 (D2L)
Week 21 Mar 8&10	21. The Racialization of Crime, Indigenous Peoples & the Justice System	Kerry Coast , pp:11-41(D2L); Chan & Chunn 87-100 (D2L); D. Este et al (S. Goulet, chapter 3/ D2L)
Week 22 March 15 & 17	22. “Race” & Class & International Peace, Violence & Conflict See: Noura Erakat, 2019 (Intro, pp: 1-22/ D2L);IlanPappe:< https://www.youtube.com/watch?v=1IkbyksYETQ >	Noam Chomsky: http://www.youtube.com/watch?v=x0kgG1_6Qn0 Recommended: Chahal, Knowledge Discourses & International Peace and Justice: < http://edocs.lib.sfu.ca/ccrc/ >. Recommended: Satzewich , chap. 9

Date	Topics	Required & Recommended Readings
Week 23 March 22 & 24	23. Collective Resistance to Racism Indigenous Resistance: Idle No More Black Lives Matter 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	P. Palmater & S. McAdam , chapter 47 – in T. Das Gupta /D2L ; S. Hudson & Y. Khogali , chapter 48, in T. Das Gupta /D2L Henry & Tator , Chapter 13—pp:337- 339) (D2L); George Sefa Dei , in Zawilski ed./ D2L PPT : Organizational/Institutional Resistance to Antiracism Henry & Tator , Chapter 14—pp:359-366 (D2L) Henry & Tator , Chapter 14—pp:366-376 (D2L)
March 24	March 24th –TEST2—	Test 2, March 24th
Week 24 March 31 & April 5	24. The Benefits & Challenges of Collective Action	J. Denis , Chapter 10—pp: 261-292 (D2L)

Course Requirements:

There are four (4) requirements for this course.

1. Two Response Papers. Due dates: **Nov. 11th** and **March 10th** (2 @ 20 marks each)
.....**40%**

Each response paper answers a specific question (or questions) in relation to my PowerPoint presentation(s) and reading material(s) for a specific date. The response papers will be evaluated in relation to their clarity, depth of understanding of the content, the analyses and the theorizing, as well as the ability to critically reflect on the complex reality of “race,” ethnicity and social justice in relation to class, and gender. More detail will be provided in class and on the **Instruction** page (D2L).

2. Two **Tests: Nov. 25th** and **March 24th**(2 @ 10% each).....**20%**

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. **One Presentation**.....**20%**

Students need to work together in groups, or individually and divide the work evenly between 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 (an) article(s) on the topic of ethno-cultural relations from specific social science journals or books. 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 materials 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 choose to include a short film, or parts of a film (**up to 5 minutes**) 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 Critical Reflection**.....**20%**

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. To participate in class discussions, it is important that you do the reading 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.

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 websites: <<https://www.utm.utoronto.ca/rgasc/media/2800/download?inline>>
- <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 (**5%** 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>
- Also look closely at **LU GenAI Use**, Student responsibilities, and Code of Conduct – Academic Integrity: <https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/chatgpt-ai-tools>
- There is **no** need, however, to use GenAI for anything, due to the way I designed this course and course requirements – with short tests, presentations, and response papers, with specific questions and – a host of course materials.
- Please Note: The material in this course is meant for **personal use only**; my **lecture notes** and prof. notes are my **intellectual property** and cannot be used **online or fed to an AI**. More details will be provided in class.

Further, the students will be given additional information concerning course topics, course requirements, evaluation procedures and any other relevant material on **Sept 9th** on the D2L.

**Required & Recommended Reading Materials (some will be used for presentations),
Available online on the D2L.**

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>

Benjamin, Akua, 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.

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.

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

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.

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** & 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, 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.

Henry, Frances and Carol Tator. 2010. ***The Colour of Democracy: Racism in Canadian Society.*** 4th Edition. Toronto: Thomson Nelson. Chapter 3, pp: 57-63—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.

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 (...useful for assignments):

Bolaria, B. Singh & Peter Li. 1988. ***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 (correspond with lecture notes):

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.

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 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.

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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>