# SOCIOLOGY 3RI3 – FALL 2022

**Racism and Racial Inequality**

**Instructor:** Anne-Marie Livingstone, Ph.D.

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**Office:** KTH 634

**Office Hours:** By appointment.

**Room:** T13 127

**Weekly class:** Wednesday 4:30 to 6:20 PM.

**Tutorials:** Friday 4:30 to 5:20 PM.

**Course Description**

The course introduces students to the sociological study of race. It deals with two major questions: first, how did racial ideas come about, and secondly, why do racism and racial inequality remain persistent in societies professing a commitment to individual rights and equality? Students will learn that racism is fundamentally a tool of power that arises out of Western imperialism, colonization, and enslavement, and remains potent because it is constitutive of capitalism, as we see with class, gender, and sexuality.

Students will walk away from the course with critical analytical tools to understand the impact of racism in Canada and around the world. The course will cover major theoretical approaches in the study of race, including racial formation, critical race theory, group threat, Marxist and state-centered explanations, and postcolonial studies. To ground students in the Canadian context, a selected number of empirical studies are also included, which cover topics ranging from the Indian Act, the criminalization of Black people and Black spaces, Islamophobia, and anti-Asian racism.

Assignments will encourage students to hone their developing skills in critical analyses of race to reflect on the root causes of racism and its present-day consequences.

Throughout the course, students will engage in individual and group activities in which to master their knowledge of the readings, test their understanding of theoretical perspectives by applying them to concrete phenomena, and come up with new and creative ways of addressing enduring problems of racism and racial inequality.

**Course Objectives**

By the end of the course students should be able to:

1. Connect contemporary processes of racism to histories of colonialism, patriarchy, nation-building, and globalization;
2. Appreciate the multiple causes and consequences of racism and racial inequality;
3. Be familiar with the major theoretical perspectives in the field of race studies;
4. Be able to think critically about the implications of racism for politics, public policy, immigration, human rights, and social justice.

**Course Evaluation – Details**

1. **Readings and Class Participation (20%)**

Students are expected to maintain regular attendance and to participate actively in small and large group discussions in class. For 12 of the 13 classes, students will be asked to respond to a question about the readings by posting their answer on Avenue to Learn, no later than 11:59 pm on the day before class. Late submissions will not be accepted. The instructor will announce the weekly question at the end of each class.

1. **Analytical Case Study (25%):** Due October 23rd at 11:59PM.

In a short essay no longer than 4-5 double-spaced pages, students will employ one or several of the conceptual perspectives discussed in class to analyze a contemporary issue of racism in Canada. For their analysis, students must select an empirical case study discussed in the news, a book, or academic article. In the essay, students must also identify the source(s) for their case study with in-text citations and a reference list.

1. **Counter-Storytelling (25%):** Due November 20th at 11:59PM.

In this assignment, students will use the Critical Race Theory method of “counter storytelling” to present their own critical interpretation of a contemporary issue of racism. The purpose of counter storytelling is to present perspectives on racism that come from oppressed populations, whose knowledge has been marginalized and under- represented in the academic canon. The goal of counter storytelling is also to disrupt majoritarian perspectives that maintain white supremacy and racism.

For this assignment, students may choose to work either individually or in teams of two.

1. **Take-Home Exam (30%) :** Assigned on December 8th at 9am and due on December 10th at 9am.

The final exam will consist of 4 essay questions and students will be given 48 hours to complete it. Each question will require an answer that is ¾ to one page long, typed with 12 font and 1.5 or double spacing. The 4 questions will cover material from the entire semester. In keeping with the spirit of the course, the essay questions will also combine theoretical and empirical material.

**Weekly Course Schedule and Required Readings**

**WEEK 1 (September 7th) Topic: Introduction to the Course**

\*\*Screening of segments of the documentary, “I Am Not Your Negro” (2016), directed by Raoul Peck *(the film is accessible through the McMaster library archives on Kanopy).*

Baldwin, J. 1984. “On Being White and Other Lies.” *Essence*, 14 (12), 90-92.

# WEEK 2 (September 14th) TOPIC: White Supremacy and Racialization

Fields, B. *Race: The Power of an Illusion (Background reading for the film series)*.

Smith, A. “Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing,” Pages 66-73 in *Color of Violence: The INCITE! Anthology*, edited by INCITE! Women of Color Against Violence. Durham: Duke University Press.

Winant, H. 2018. “The Dark Matter : Race and Racism in the 21st Century,” Pages 52-63 in *Race and Racialization : Essential Readings,* edited by T. Das Gupta, C. E. James,

C. Andersen, G.E., Galabuzi, and R.C.A. Maaka. Toronto: Canadian Scholars Press.

# WEEK 3 (September 21st)

**TOPIC: Settler Colonialism**

*\*\*Screening of CBC broadcast on residential schools in Canada:*

https://curio-ca.libaccess.lib.mcmaster.ca/en/catalog/7201f930-5b99-41bf-95dd- 69ff0790e6e9

Hunt, S. 2021. “Settler Colonialism.” Pages 213-216 in *Routledge Handbook of Law and Society*, edited by M. Valverde, K. Clarke, E. Darian-Smith, and P. Kotiswaran.

London: Routledge.

Palmater, P.D. 2014. “Genocide, Indian Policy, and Legislated Elimination of Indians in Canada.” *Aboriginal Policy Studies*, 3 (3), 27-54.

# WEEK 4 (September 28th)

**Topic: Anti-Black Racism**

Nelson, J.J. 2002. “The Space of Africville: Creating, Regulating, and Remembering the “Urban Slum.”” Pages 211-232 in S.H. Razack (Ed), *Race, Space, and the Law*.

Toronto, Ontario: Between the Lines.

Wortley, S., and Owusu-Bempah, A. 2022. “Race, Police Stops, and Perceptions of Anti-Black Police Discrimination in Toronto, Canada, over a Quarter Century.” *Policing: An International Journal*, 45 (4), 570-585.

# WEEK 5 (October 5th)

**Topic: Politics of Canadian Multiculturalism and Immigration**

Haque, E. 2018. “Language, Race, and the Impossibility of Multiculturalism.” Pages 259-274 in *Race and Racialization : Essential Readings,* edited by T. Das Gupta, C. E. James, C. Andersen, G.E., Galabuzi, and R.C.A. Maaka. Toronto: Canadian Scholars Press.

Perry, J.A. 2012. “Barely Legal: Racism and Migrant Farm Labour

in the Context of Canadian Multiculturalism.” *Citizenship Studies*, 16 (2), 189-201.

**Fall Break (October 10th-15th)**

# WEEK 6 (October 19th)

**TOPIC: Islamophobia**

Mandami, M. 2002. “Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism.” *American Anthropologist*, 104 (3), 766-775.

Razack, S. 2007. “The ‘Sharia Law Debate’ in Ontario: The Modernity/Premodernity Distinction in Legal Efforts to Protect Women from Culture.” *Feminist Legal Studies*, 15, 3-32.

**Short Analytical Essay (Due October 23rd by 11:59PM)**

# WEEK 7 (October 26th)

**TOPIC: Anti-Asian Racism**

Jean Kim, C. 1999. “The Racial Triangulation of Asian Americans.” *Politics and Society*, 27 (1), 105-138.

Creese, G., and Peterson, L. 1996. “Making the News, Racializing Chinese Canadians.”

*Studies in Political Economy*, 51, 117-145.

# WEEK 8 (November 2nd)

**TOPIC: Critical Race Theory**

Harris, C. 1995. “Whiteness as Property.” Pages 276-291 in *Critical Race Theory: The Key Writings that Formed the Movement*, edited by K. Crenshaw, N., Gotanda, G. Peller, and K. Thomas. New York: The New Press.

Moyer, J.S., Warren, M.R., and King, A.R. 2020. ““Our Stories Are Powerful”: The Use of Youth Storytelling in Policy Advocacy to Combat the School-to-Prison Pipeline.” *Harvard Educational Review*, 90 (2), 172-194.

# WEEK 9 (November 9th) TOPIC: Race and Nation-Building

Marx, A. 1996. “Race-Making and the Nation-State.” *World Politics*, 48, 180-208.

Lamont, M. 2003. “Who Counts As Them? Racism and Virtue in the United States and France.” *Contexts*, 2 (4), 36-41.

# WEEK 10 (November 16th) TOPIC: Race and Group Threat

Blumer, H. 1958. “Race Prejudice as a Sense of Group Position.” *Pacific Sociological Review*, 1 (1), 3-7.

Manza, J., and Crowley, N. 2018. “Ethnonationalism and the Rise of Donald Trump.”

*Contexts*, 17 (1): 34-39.

**Short Analytical Essay (Due November 20th by 11:59PM)**

# WEEK 11 (November 23rd) TOPIC: Postcolonial Studies

Stoler, A. 2002. “Carnal Knowledge and Imperial Power: Gender and Morality in the Making of Race.” In Stoler, A. *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (Pp. 41-78). Berkeley: University of California Press.

# WEEK 12 (November 30th)

**TOPIC: Color-Blind Racism**

Bell, J.M., and Hartmann, D. 2007. “Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of “Happy Talk.” *American Sociological Review*, 72 (6), 895-914.

Bonilla-Silva, E. 2010. “The Central Frames of Color-Blind Racism.” Chapter 2 in *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*, by Bonilla-Silva. MD: Rowman and Littlefield.

# WEEK 13 (December 7th) TOPIC: Anti-Racism and Decolonization

Biggs, M., and Andrews, K. 2015. “Protest Campaigns and Movement Success: Desegregating the US South in the early 1960s.” *American Sociological Review*, 80 (2), 416-443.

Brown, H., and Jones, J. 2016. “Immigrant Rights are Civil Rights.” *Contexts,* 15 (2), 34- 39.

**Course Policies**

**Submission of Assignments**

All discussion questions and assignments are submitted online on the Avenue to Learn site for this course.

# Late Assignments

Late discussions and reflections are locked after the due date and cannot be submitted after the due date.

# Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.”

# Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

**University Policies**

**Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy**.**

The following illustrates only three forms of academic dishonesty

* Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations.

# Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca to](mailto:sas@mcmaster.cato) make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

# Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students

requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

# Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

# Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

# Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e- mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

# Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in

extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

# Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Grades

Grades will be based on the McMaster University grading scale:

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| **MARK** | **GRADE** |
| 90-100 | A+ |
| 85-90 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |
| 70-72 | B- |
| 67-69 | C+ |
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |