**MCMASTER UNIVERSITY**

**Department of Sociology**

SOCIOLOGY 758 - SOCIOLOGY OF RACE AND ETHNICITY

Term Fall 2022

**Instructor:** Dr. Jeff Denis

**Email:** denisj@mcmaster.ca

**Lecture:** Thursday, 1:00 – 4:00 p.m.   
**Room:** LRW 5001

**Office:** KTH-624

**Office Hours:** by appointment

# Course Description

This course will investigate some of the central theoretical and methodological debates in the sociology of race and ethnicity. First, we will examine how racial, ethnic, and national identities are constructed and enacted, from both micro-interactional and historical-comparative perspectives. Then, we will consider various approaches to conceptualizing, measuring, and understanding racism and racial inequality, including classical and contemporary social psychological, Marxist, and critical perspectives. We will discuss how racism intersects with other systems of oppression (i.e., colonialism, capitalism, heteropatriarchy), how it gets “under the skin” (internalized oppression), and how it operates in selected institutions (e.g., criminal justice system). Finally, we will assess the theory and practice of multiculturalism, antiracism, and decolonization, with an emphasis on addressing the ongoing problems of white supremacist movements and anti-Black and anti-Indigenous racism in Canada.

# Course Objectives

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

* Have a comprehensive understanding of major debates, insights, and problems in the field, especially concerning the nature of racial, ethnic, and national identities, theories of racism and colonialism, and proposed strategies for racial justice and decolonization, primarily in the North American context;
* Develop a thorough understanding of a specific topic within the field of race and ethnicity through critical evaluation of peer-reviewed literature and/or development of a research proposal;
* Be able to apply sociological theories and research methods to conceptualize and design original research in the field of race and ethnicity;
* Enhance your critical thinking, writing, and oral communication skills, and appreciate the limits of personal and social scientific knowledge, through weekly reflection papers and presentations of your summary and analysis of assigned readings.

Additionally, this course will help prepare PhD students in Sociology for the comprehensive exam in Race and Ethnicity.

# Required Materials and Texts

Cornell, Stephen, and Douglas Hartmann. 2006. *Ethnicity and Race: Making Identities in a Changing World, 2nd edition*. Thousand Oaks, CA: Pine Forge Press.

\*\* This text may be purchased at the Campus Bookstore. Other readings will be posted on Avenue or may be found through the [McMaster Library System](http://library.mcmaster.ca/) (see references below): <http://library.mcmaster.ca/>

## Recommended Background Reading

Henry, Frances, and Carol Tator. 2010. *The Colour of Democracy: Racism in Canadian Society,4th edition*. Toronto: Nelson Education.

Satzewich, Vic, and Nikolaos Liodakis. 2010. *‘Race’ & Ethnicity in Canada: A Critical Introduction, 2nd edition.* Don Mills, ON: Oxford University Press.

# Class Format

# The class will consist of weekly in-person seminars. However, the format is subject to change, due to the ongoing COVID-19 pandemic.

# Course Evaluation – Overview

* Weekly Memos 20%
* Participation 20%
* Discussion Leadership 10%
* Final Paper 40%
* Presentation 10%

# Course Evaluation – Details

## Weekly Response Memos (20%)

Each week, you will write a brief response memo summarizing the readings, highlighting strengths and limitations of the theories and studies in question, and raising critical issues for discussion. The memos will be due each Wednesday (the day before class) at 5 pm, starting on **September 21**, and may be used as a basis for class discussion. Memos should be no more than three pages double-spaced.

## Participation (20%)

The quality of this course depends, in part, on your participation. As such, you will receive credit for asking good questions, engaging in meaningful discussion, demonstrating knowledge of and insight into the readings and other course materials, and (in the last week) providing constructive feedback to classmates on their presentations.

## Discussion Leadership (10%)

Each week, starting in Week #3, you will take turns leading the class discussion. If you are a discussion leader, you will be expected to give a brief presentation, summarizing key points in one or two readings and asking thoughtful questions to guide the discussion. In doing so, you may draw on classmates’ response memos.

## Final Paper (40%)

Your final paper may take the form of a critical literature review or a research proposal on a topic of your choice (within the field of race and ethnicity). For a literature review, you would summarize and evaluate sociological theories and research on your topic, with the aim of either synthesizing the literature into an improved theoretical framework or identifying unanswered research questions and outlining an agenda for future research. For a research proposal, you would include a mini-literature review but focus more on a specific research question(s) and design a study to address it, i.e., identify the data and methods you would use, sampling and recruitment techniques, hypotheses, analytical approach, and ethical considerations. The final paper should be 15-20 pages double-spaced and will be due on **December 20**.

## Presentation (10%)

During the last class, on **December 15**, you will present your draft paper. Your presentation should include a concise overview of your topic, summarizing and evaluating what you have learned from existing theories and research, what is missing from or unresolved in the literature, and (if applicable) an outline of your research design. This will be an opportunity to practice your presentation skills, but also obtain feedback that could improve your final paper.

## Warning

\*\* Some of the topics we will discuss in this course may be upsetting. Readings may contain offensive language, unsettling questions, or graphic descriptions of racist and sexual violence. Sociologists often study such problems to try to understand and help address them. If at any time you feel distressed or uncomfortable, please feel free to speak with me, a friend or family member, or the Student Wellness Centre. \*\*

# Weekly Course Schedule and Required Readings

The following schedule is meant to provide a sense of order and direction. We may modify it slightly as we move through the material. Announcements about any such changes will be made in class.

## PART I – CONSTRUCTING AND ENACTING RACIAL, ETHNIC, AND NATIONAL IDENTITIES

### Week #1: September 15 RACE, ETHNICITY, AND NATION: CONTEXT, CONCEPTS, AND METHODS

*Required Readings (unless otherwise indicated):*

Cornell, Stephen, and Douglas Hartmann. 2006. Chapters 1 and 2 in *Ethnicity and Race: Making Identities in a Changing World, 2nd edition*. Thousand Oaks, CA: Pine Forge Press.

Olivier, Jasmine, Matthew Clair, and Jeffrey S. Denis. 2019. “Racism.” *The Blackwell Encyclopedia of Sociology*, edited by George Ritzer and Chris Rojek. Wiley.

* *Recommended:* Desmond & Emirbayer: *Racial Domination, Racial Progress*; Fullwiley: “Race in a Genetic World”; Golash-Boza: “A Critical and Comprehensive Sociological Theory of Race and Racism”; Henry & Tator: “Chapter 2: Theoretical Perspectives”; Hirschman: “The Origins and Demise of the Concept of Race”; Gilmore: “Canada’s Racism Problem”; Macdonald: “Welcome to Winnipeg…”; Maynard: *Policing Black Lives*; OHRC: *Interim Report on Racial Profiling*; Reskin: “The Race Discrimination System”; Satzewich & Liodakis: “Chapter 1: Theories of Ethnicity and ‘Race’”

### Week #2: September 22 RACIAL, ETHNIC, AND NATIONAL IDENTITIES: FIXED OR FLUID?

Cornell, Stephen, and Douglas Hartmann. 2006. Chapters 3 and 4 in *Ethnicity and Race: Making Identities in a Changing World, 2nd edition*. Thousand Oaks, CA: Pine Forge Press. [Skim the rest]

***Case study:* Racialized Identity Controversies:**

Barker, Joanne, et al. 2015. “Open Letter from Indigenous Women Scholars Regarding Discussions of Andrea Smith.” *Indian Country Today*, July 7.

[https://indiancountrytoday.com/archive/open-letter-from-indigenous-women-scholars-regarding-discussions-of-andrea-smith]

Clarke, Kinsey. 2015. “Making Sense of Rachel Dolezal, the Alleged White Woman Who Passed as Black.” *NPR*, June 12.

[http://www.npr.org/sections/codeswitch/2015/06/12/413887930/making-sense-of-rachel-dolezal-the-alleged-white-woman-who-passed-as-black]

Lee, Damien. 2015. “Dolezal vs. Smith: Apples to Oranges?” *Zoongde*, July 1.

[https://zoongde.wordpress.com/2015/07/01/dolezal-vs-smith-apples-to-oranges/]

Leroux, Darryl. 2018. “Self-Made Métis.” *Maisonneuve*, November 1. [https://maisonneuve.org/article/2018/11/1/self-made-metis/]

* *Recommended:* Anderson: *Imagined Communities*; Barth: *Ethnic Groups and Boundaries*; Boas: *Race, Language, and Culture*; Brubaker: *Trans: Gender and Race in an Age of Unsettled Identities*; Espiritu: *Asian American Panethnicity*; Gans: “Symbolic Ethnicity”; Geertz: *Old Societies and New States*; Glazer & Moynihan: *Beyond the Melting Pot*; Gordon: *Assimilation in American Life*; Jeffries: “Rachel Dolezal a lesson in how racism works”; Leroux: *Distorted Descent*; Morning: *The Nature of Race*; Nagel: “American Indian Ethnic Renewal: Politics and the Resurgence of Identity”; “Resource Competition Theories”; Patterson: “Context and Choice in Ethnic Allegiance”; Roth: “Unsettled Identities amid Settled Classifications?”; Said: *Orientalism*; Saperstein & Penner: “Racial Fluidity and Inequality in the United States”; Srivastava: “I wanna be white! Can we change race?”; TallBear: *Native American DNA*; Wimmer: “The Making and Unmaking of Ethnic Boundaries”

------------------------ **September 29 – NO CLASS** ----------------------------------------------------

**\*\* DR. DENIS WILL BE TRAVELLING FOR RESEARCH FOR THE NATIONAL DAY**

**OF TRUTH AND RECONCILIATION. WE WILL HAVE A MAKE-UP CLASS ON DECEMBER 15. \*\***

*Recommended Reading:*

Truth and Reconciliation Commission (TRC) of Canada. 2015. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada.* [http://www.trc.ca/]

### Week #3: October 6 “DOING” RACE, ETHNICITY, AND NATION IN EVERYDAY LIFE

DuBois, W.E.B. 1903 [1994]. “Of Our Spiritual Strivings.” Pp. 1-7 in *The Souls of Black Folk*. Mineola, NY: Dover.

Cole, Desmond. 2015. “The Skin I’m In.” *Toronto Life*, May.

[http://www.torontolife.com/informer/features/2015/04/21/skin-im-ive-interrogated-police-50-times-im-black/]

McIntosh, Peggy. 1989. “White Privilege: Unpacking the Invisible Knapsack.” *Peace and Freedom* (July/August): 10-12.

McDermott, Monica, and Frank L. Samson. 2005. “White Racial and Ethnic Identity in the United States.” *Annual Review of Sociology* 31: 245-261.

Cheryan, Sapna, and Benoît Monin. 2005. “Where Are You *Really* From? Asian Americans and Identity Denial.” *Journal of Personality and Social Psychology* 89(5): 717-730.

* *Recommended:* Anderson: *Streetwise*; “The White Space”; DiAngelo: “White Fragility”; Doane: “Dominant Group Identity”; DuBois: *The Souls of Black Folk*; Flores-Gonzalez et al: “Doing Race: Latino Youth Identities”; Hughey: *White Bound*; Kusow: “Migration and Racial Formations among Somali Immigrants in North America”; Laymon: “Vassar College ID”; Lewis: “Studying Whites and Whiteness”; Lipsitz: *Possessive Investment in Whiteness*; McDermott: *Working-Class White*; McLean: “We Built a Life from Nothing”; Moreton-Robinson: *The White Possessive*; Palmater: *Beyond Blood: Rethinking Indigenous Identity*; Perry: “White Means Never Having to Say You’re Ethnic”; Staples: “Black Men and Public Space”; Tuan: “Neither Real Americans Nor Real Asians?”; Waters: *Ethnic Options*; *Black Identities*; West & Fenstermaker: “Doing Difference”

------------------------ **October 13 – FALL BREAK – NO CLASSES** --------------------------

## PART II – CONCEPTUALIZING AND EXPLAINING RACISM: STEREOTYPES, PREJUDICE, DISCRIMINATION, RACIAL IDEOLOGY, AND SYSTEMIC RACISM

### Week #4: October 20 SOCIAL PSYCHOLOGY OF PREJUDICE: CONTACT THEORY, GROUP POSITION THEORY, SOCIALIZATION, AND IMPLICIT BIAS

Allport, Gordon W. 1954. “Chapter 1: What is the Problem?” and “Chapter 16: The Effect of Contact” in *The Nature of Prejudice*. Boston: Beacon Press.

Quillian, Lincoln. 2006. “New Approaches to Understanding Racial Prejudice and Discrimination.” *Annual Review of Sociology* 32: 299-328.

Denis, Jeffrey S. 2015. “Contact Theory in a Small-Town Settler-Colonial Context: The Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations.” *American Sociological Review* 80(1): 218-242.

Hughes, Diane, et al. 2006. “Parents’ Ethnic/Racial Socialization Practices: A Review of Research and Directions for Future Study.” *Developmental Psychology* 42(5): 747-770.

* *Recommended:* Adorno: *The Authoritarian Personality*; Banaji & Greenwald: *Blindspot*; Banerjee et al: “Canadian Field Experiment Data”; Baumann & Ho: “Cultural Schemas for Racial Identity in TV Advertising”; Blumer: “Race Prejudice as a Sense of Group Position”; Bobo & Hutchings: “Perceptions of Racial Group Competition”; Bobo & Tuan: *Prejudice in Politics*; Brown & Hewstone: “An Integrative Theory of Intergroup Contact”; Dixon, Durrheim, & Tredoux: “Beyond the Optimal Contact Strategy”; Essed: *Understanding Everyday Racism*; Fromm: *Escape From Freedom*; Hopkins & Kahani-Hopkins: “Minority Group Members’ Theories of Intergroup Contact: A Case Study of British Muslims”; O’Brien & Korgen: “The Declining Significance of Contact in a Color-Blind Society”; Pettigrew & Tropp: “A Meta-Analytic Test of Intergroup Contact Theory”; Sidanius & Pratto: *Social Dominance*; Tajfel: *Social Identity and Intergroup Relations*; Van Ausdale & Feagin: “Using Racial and Ethnic Concepts: The Critical Case of Very Young Children”

### Week #5: October 27 NEO-MARXIST AND CRITICAL RACE THEORIES: RACE, CLASS, AND IDEOLOGY

Bonacich, Edna. 1999. “Class Approaches to Ethnicity and Race.” *Critical Sociology* 25: 166-194.

Bonilla-Silva, Eduardo. 2003. “Racial Attitudes or Racial Ideology? An Alternative Paradigm for Examining Actors’ Racial Views.” *Journal of Political Ideologies* 8(1): 63-82.

Maynard, Robyn. 2017. “The Black Side of the Mosaic: Slavery, Racial Capitalism, and the Making of Contemporary Black Poverty.” Chapter 2 in *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Fernwood.

* *Recommended:* Ashe & McGeever: “Marxism, Racism and the Construction of ‘Race’”; Blauner: *Racial Oppression in America*; Bonilla-Silva: *Racism without Racists*; Cox: *Caste, Class, and Race: A Study in Social Dynamics*; Delgado & Stefancic: *Critical Race Theory: An Introduction*; Dunk: *It’s a Working Man’s Town*; Feagin: *The White Racial Frame*; Galabuzi: *Canada’s Economic Apartheid*; Goldberg: *The Racial State*; Harrell, Soroka, & Ladner: “Public Opinion, Prejudice, and the Racialization of Welfare in Canada”; Henry & Tator: *The Colour of Democracy*; Malcom X: *By Any Means Necessary*; Massey & Denton: *American Apartheid*; Miles & Brown: *Racism*; Mills: *The Racial Contract*; Omi & Winant: *Racial Formation in the United States*; Robertson: “Invisibility in the Color-Blind Era”; Robinson: *Black Marxism*; Satzewich & Wotherspoon: *First Nations: Race, Class, and Gender Relations*; Solomos: “Stuart Hall: articulations of race, class and identity”; West: *Race Matters*; Wilson: *The Truly Disadvantaged*; *More Than Just Race*

### Week #6: November 3 INTERSECTIONALITY: RACE, CLASS, GENDER, AND BEYOND

Collins, Patricia Hill. 2015. “Intersectionality’s Definitional Dilemmas.” *Annual Review of Sociology* 41: 1-20.

Calliste, Agnes. 2010. “Nurses and Porters: Racism, Sexism and Resistance in Segmented Labour Markets.” Pp. 288-306 in *Colonialism and Racism in Canada: Historical Traces and Contemporary Issues*, edited by Maria A. Wallis, Lina Sunseri, and Grace-Edward Galabuzi. Toronto: Nelson.

Parrenas, Rhacel Salazar. 2000. “Migrant Filipina Workers and the International Division of Reproductive Labor.” *Gender and Society* 14(4): 560-580.

Nakano Glenn, Evelyn. 2015. “Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation.” *Sociology of Race and Ethnicity* 1(1): 54-74.

* *Recommended:* Collins: *Black Feminist Thought*; Crenshaw: “Intersectionality, Identity Politics, and Violence”; Davis: *Women, Race, and Class*; hooks: *Ain’t I a Woman*; Liddle: “Intersectionality and Indigenous Feminism”; McCall: “The Complexity of Intersectionality”; McKay et al: “Theorizing Race and Settler Colonialism in US Sociology”; McNally: “The Colour of Money: Race, Gender, and the Oppressions of Global Capital”; Nakano Glenn: *Unequal Freedom*; National Inquiry into MMIWG: *Final Report*; Ocampo: “The Gay Second Generation”; Polanco: “Culturally Tailored Workers for Specialised Destinations”; Smith: “Heteropatriarchy and the Three Pillars of White Supremacy”; Stasiulis: “Theorizing Connections: Gender, Race, Ethnicity, and Class”

### Week #7: November 10 HOW RACISM GETS UNDER THE SKIN:

### INTERNALIZED RACISM, COLONIAL MENTALITIES, AND THE REPRODUCTION OF INEQUALITY

Pyke, Karen. 2010. “What is Internalized Racial Oppression and Why Don’t We Study It? Acknowledging Racism’s Hidden Injuries.” *Sociological Perspectives* 53(4): 551-572.

Sun, Amy. 2015. “On Internalized Racism: 4 Lessons I Learned as an Undercover Asian.” *Everyday Feminism*, February 12. [http://everydayfeminism.com/2015/02/on-internalized-racism/]

Steele, Claude. 1999. “Thin Ice: Stereotype Threat and Black College Students.” *The Atlantic*, August.

Coulthard, Glen S. 2007. “Subjects of Empire: Indigenous Peoples and the ‘Politics of Recognition’ in Canada.” *Contemporary Political Theory* 6: 437-460.

* *Recommended:* Clark & Clark: “Racial Identification and Preference in Negro Children”; Coulthard: *Red Skins, White Masks*; Duran: *Healing the Soul Wound;* Fanon: *Black Skin, White Masks*; Feagin & Cobas: “Latinos/as and White Racial Frame: The Procrustean Bed of Assimilation”; Maracle: *I Am Woman*; Moane: *Gender and Colonialism: A Psychological Analysis*; Nandy: *The Intimate Enemy*; Young: *The Minds of Marginalized Black Men*

### Week #8: November 17 CONTEMPORARY WHITE SUPREMACY AND

### RACISM IN THE CRIMINAL JUSTICE SYSTEM

Bobo, Lawrence D. 2017. “Racism in Trump’s America: Reflections on Culture, Sociology, and the 2016 US Presidential Election.” *British Journal of Sociology* 68(S1): S85–S104.

Blee, Kathleen M., and Elizabeth A. Yates. 2015. “The Place of Race in Conservative and Far-Right Movements.” *Sociology of Race and Ethnicity* 1(1): 127-136.

Maynard, Robyn. 2017. “Arrested (In)justice: From the Streets to the Prison.” Chapter 3 in *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Fernwood.

*nîpawistamâsowin: We Will Stand Up*. 2019. Film directed by Tasha Hubbard. Ottawa: National Film Board. [https://www.nfb.ca/film/nipawistamasowin-we-will-stand-up/]

* *Recommended:* Alexander: *The New Jim Crow*; Bhambra: “Brexit, Trump, and Methodological Whiteness”; Bonds & Inwood: “Beyond White Privilege”; Cole: *The Skin We’re In*; Craggs: “Sons of Odin”; Dhingra & Golash-Boza: “Immigration and White Supremacy in the 21st Century”; Diverlus, Hudson, & Ware: *Until We Are Free*; Hage: *White Nation*; Hochschild: *Strangers in their Own Land*; MacDonald: “Settler Silencing and the Killing of Colten Boushie”; O’Brien: “My Journey to the Center of the Alt-Right”; OHRC: *Interim Report on Racial Profiling*; Ray et al: “After Charlottesville: A Contexts Symposium”; Reny et al: “Vote Switching in the 2016 Election”; Simi et al: “Addicted to Hate”; Wacquant: “Deadly Symbiosis”; Wortley & Owusu-Bempah: “The Usual Suspects”; Yadon & Piston: “Examining Whites’ Anti-Black Attitudes after Obama’s Presidency”

## PART III – POLICIES AND PRACTICES FOR ~~MANAGING DIVERSITY AND~~ DISMANTLING RACISM AND COLONIALISM

### Week #9: November 24 IMMIGRATION AND MULTICULTURALISM IN CANADA

Thobani, Sunera. 2007. “Multiculturalism and the Liberalizing Nation.” Pp. 143-175 in *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. Toronto: University of Toronto Press.

Berry, John W. 2013. “Research on Multiculturalism in Canada.” *International Journal of Intercultural Relations* 37(6): 663-675.

Nagra, Baljit. 2017. “The Loss of National Belonging: Daily Experiences of Young Canadian Muslims Post-9/11.” Chapter 2 in *Securitized Citizens: Canadian Muslims' Experience of Race Relations and Identity Formation Post-9/11*. Toronto: University of Toronto Press.

Larsson, Paula. 2020. “Anti-Asian racism during coronavirus: How the language of disease produces hate and violence.” *The Conversation*, March 31. [https://theconversation.com/anti-asian-racism-during-coronavirus-how-the-language-of-disease-produces-hate-and-violence-134496]

* *Recommended*: Alba & Nee: *Remaking the American Mainstream*; Bannerji: *Dark Side of the Nation: Essays on Multiculturalism, Nationalism, and Racism*; Banting & Kymlicka: *Multiculturalism and the Welfare State: Recognition and Redistribution*; Bilodeau et al: “Small Worlds of Diversity”; Bloemraad: *Becoming a Citizen in the United States and Canada*; Bloemraad et al: “Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State”; Bouchard & Taylor: *Building the Future*; Chua & Rubenfeld: *The Triple Package*; Fleras: *Racisms in a Multicultural Canada*; Kazemipur: *The Muslim Question in Canada: A Story of Segmented Integration*; Maghbouleh: *The Limits of Whiteness*; Modood: *Multiculturalism*; Porter: *The Vertical Mosaic*; Portes & Zhou: “Segmented Assimilation and Its Variants”; Reitz et al: *Multiculturalism and Social Cohesion*; Satzewich: *Points of Entry: How Immigration Officers Decide Who Gets In*; Taylor: “The Politics of Recognition”; Triadafilopoulos: *Becoming Multicultural*; Winter: *Us, Them, and Others*

### Week #10: December 1 ANTIRACIST AND DECOLONIZING STRATEGIES I

\*\* GUEST SPEAKER: Ismael Samir Traoré (Equity & Inclusion Office, UBC, and recent graduate of PhD program in Sociology at McMaster)

Fleming, Crystal M., Michèle Lamont, and Jessica S. Welburn. 2012. “African Americans Respond to Stigmatization: The Meanings and Salience of Confronting, Deflecting Conflict, Educating the Ignorant, and Managing the Self.” *Ethnic and Racial Studies* 35(3): 400-417.

Traoré, Ismael. 2017. “Quotidian Antiracism.” Chapter 5 in *White Antiracism in Southern Ontario: Frames, Praxis, and Awareness*. PhD Dissertation, Sociology, McMaster University.

Fleming, Crystal M., and Aldon Morris. 2015. “Theorizing Ethnic and Racial Movements in the Global Age: Lessons from the Civil Rights Movement.” *Sociology of Race and Ethnicity* 1(1): 105-126.

Hudson, Sandy, and Rodney Diverlus. 2020. “The Origin Story of Black Lives Matter Canada.” Chapter 1 in *Until We Are Free: Reflections on Black Lives Matter in Canada*, edited by Rodney Diverlus, Sandy Hudson, and Syrus Marcus Ware. University of Regina Press.

Harris, Fredrick C. 2015. “The Next Civil Rights Movement?” *Dissent*, Summer. [https://www.dissentmagazine.org/article/black-lives-matter-new-civil-rights-movement-fredrick-harris]

* *Recommended:* Bishop: *Becoming an Ally*; James: “Strategies of Engagement: How Racialized Faculty Negotiate the University System”; Johnson, Rush, & Feagin: “Doing Antiracism: Toward an Egalitarian Society”; Kelley: *Freedom Dreams*; Lamont et al.: *Getting Respect*; McAdam: *Political Process and the Development of Black Insurgency;* Morris: *Origins of the Civil Rights Movement*; O’Brien: “From Antiracism to Antiracisms”; Piwoni: “Improving the Study of Responses to Ethnoracial Exclusion”; Simpson: “An Indigenous View on #BlackLivesMatter”; Srivastava: “Tears, Fears, and Careers: Anti-Racism, Emotion, and Social Movement Organizations”; Walia: *Undoing Border Imperialism*; Warren: *Fire in the Heart: How White Activists Embrace Racial Justice*; Wodtke: “The Impact of Education on Intergroup Attitudes”; Yancey: *Beyond Racial Division*

### Week #11: December 8 ANTIRACIST AND DECOLONIZING STRATEGIES II

Coulthard, Glen S. 2014. “Lessons from Idle No More: The Future of Indigenous Activism.” Pp. 151-179 in *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press.

Tuck, Eve, and K. Wayne Yang. 2012. “Decolonization is Not a Metaphor.” *Decolonization: Indigeneity, Education, and Society* 1(1): 1-40.

Davis, Lynne, Jeffrey S. Denis, Chris Hiller, and Dawn Lavell-Harvard. 2022. “Learning and Unlearning: Settler Engagements in Long-Term Indigenous-Settler Alliances in Canada.” *Ethnicities*, 1-23.

Simpson, Leanne Betasamosake. 2017. “Constellations of Coresistance.” Chapter 12 in *As We Have Always Done: Indigenous Freedom through Radical Resistance*. Minneapolis: University of Minnesota Press.

* *Recommended:* Alfred: *Wasáse: Indigenous Pathways of Action and Freedom*; Cornell: “Indigenous Peoples, Poverty, and Self-Determination”; Corntassel: “Re-envisioning Resurgence”; Davis: *Alliances*; Davis, Denis, & Sinclair: *Pathways of Settler Decolonization*; Kino-nda-niimi Collective: *The Winter We Danced*; Lawrence & Dua: “Decolonizing Antiracism”; Lowman & Barker: *Settler*; Regan: *Unsettling the Settler Within*; A. Simpson: *Mohawk Interuptus*; L. Simpson: *Dancing on Our Turtle’s Back*; Snelgrove, Corntassel, & Dhamoon: “Unsettling Settler Colonialism”; Starblanket: “Crises of Relationship: The Role of Treaties”; Steinman: “Decolonization, Not Inclusion”; TRC: *Honouring the Truth, Reconciling for the Future*

### Week #12: December 15 STUDENT PRESENTATIONS

\*\* **NOTE: FINAL PAPER IS DUE ON TUESDAY, DECEMBER 20**. \*\*

## RECOMMENDED READINGS

Adorno, Theodor W., et al. 1950. *The Authoritarian Personality*. New York: Harper & Row.

Alba, Richard, and Victor Nee. 2005. *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, MA: Harvard University Press.

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness.* New York: New Press.

Alfred, Taiaiake. 2005. *Wasáse: Indigenous Pathways of Action and Freedom*. Toronto: Broadview Press.

Anderson, Benedict R. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York and London: Verso.

Anderson, Elijah. 1990. *Streetwise: Race, Class, and Change in an Urban Community.* Chicago: University of Chicago Press.

Anderson, Elijah. 2015. “The White Space.” *Sociology of Race and Ethnicity* 1(1): 10–21.

Ashe, Stephen D., and Brendan F. McGeever. 2012. “Marxism, Racism and the Construction of ‘Race’ as a Social and Political Relation: An Interview with Professor Robert Miles.” *Ethnic and Racial Studies* 34(12): 2009-2026.

Banaji, Mahzarin R., and Anthony Greenwald. 2016. *Blindspot: Hidden Biases of Good People*. Bantam.

Bannerjee, Rupa, Jeffrey G. Reitz, and Phil Oreopoulos. 2017. “Do Large Employers Treat Racial Minorities More Fairly? A New Analysis of Canadian Field Experiment Data.” Research Report, Munk School of Global Affairs, University of Toronto.

Bannerji, Himani. 2000. *Dark Side of the Nation: Essays on Multiculturalism, Nationalism, and Racism*. Toronto: Canadian Scholars Press.

Banting, Keith, and Will Kymlicka. 2005. *Multiculturalism and the Welfare State: Recognition and Redistribution in Contemporary Democracies*. New York: Oxford University Press.

Barth, Fredrik. 1969. *Ethnic Groups and Boundaries: The social organization of culture difference*. Oslo: Universitetsforlaget.

Baumann, Shyon, and Loretta Ho. 2014. “Cultural Schemas for Racial Identity in Canadian Television Advertising.” *Canadian Review of Sociology* 51(2): 152-169.

Bhambra, Gurminder K. 2017. “Brexit, Trump, and ‘Methodological Whiteness’: On the Misrecognition of Race and Class.” *British Journal of Sociology* 68(S1): S214–S232.

Bilodeau, Antoine, Luc Turgeon, and Ekrem Karakoc. 2012. “Small Worlds of Diversity: Views toward Immigration and Racial Minorities in Canadian Provinces.” *Canadian Journal of Political Science* 45(3): 579-605.

Bishop, Anne. 2002. *Becoming an Ally: Breaking the Cycle of Oppression, 2nd edition*. London, UK: Zed Books.

Blauner, Robert. 1972. *Racial Oppression in America*. Harper Collins.

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# Course Policies

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## Submission of Assignments

* All assignments must be completed in order to pass the course.
* Please submit your assignments via the course website on or before the day they are due.
* Faxed assignments will not be accepted.
* Please do not bring assignments to the main Sociology office. The Sociology staff do not date-stamp assignments, nor do they monitor the submission or return of papers. Assignments will be returned to you in class or via e-mail or Avenue to Learn.
* Your assignments should be typed in 12-point font and double-spaced.

## Review of Grades

* All assignments will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review the mark, provided the request is serious and the following procedure is followed.
* Write a one-page statement describing in detail why you think a marking error was made. The statement should be submitted, along with the marked assignment, to me during my office hours. You may submit the request for a re-mark no sooner than one week and no later than one month after the assignment was returned. I will review your mark and get back to you with written feedback.
* ***Please note that when a mark is reviewed, the new mark may be lower*** ***than the original.***

## Late Assignments

Barring exceptional circumstances (i.e., serious illness), there will be a deduction of 5% per day for all late assignments.

## Absences, Missed Work, Illness

Under exceptional circumstances, a course instructor may approve an extension for the student for the completion of work in a course and assign an Incomplete grade (INC). The student, instructor and the graduate chair must all complete the SGS incomplete grade form (obtain from department admin assistant). The form will detail the reason for incomplete, work to be completed and deadline. On Mosaic, the instructor will submit an incomplete grade with a ‘Lapse To’ grade, which is the grade that will default to at the date to clear incomplete grades. Normally this extension is in the range of a few weeks. A student who receives an incomplete grade must complete the work as soon as possible, and in any case early enough to allow the instructor to report the grade by the ‘Final Date to Submit Results of Incomplete Grades’. If the INC grade is not cleared by the deadline, the lapsed grade will be recorded.

## 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, user names 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.

## Turnitin.com

In this course, we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](http://www.mcmaster.ca/academicintegrity).

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academiccredentials 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 academiccredit 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](http://www.mcmaster.ca/academicintegrity)**.**

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](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca%20) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)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](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) accommodation should submit their request to the School of Graduate Studies (askgrad@mcmaster.ca) normally within 10 working days of the beginning of term in which they anticipate a need for accommodation. 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](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (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.

While lectures may be recorded for the purpose of personal study, lecture materials and recordings should not be distributed beyond the course without the written permission of the instructor.

## Faculty of Social Sciences E-mail Communication Policy

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:

| **MARK** | **GRADE** |
| --- | --- |
| 90-100 | A+ |
| 85-89 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |
| 70-72 | B- |
| 0-69 | F |