Course Description

This course offers a critical exploration of the field of sociology of race and racism. It examines the historical emergence and social currency of racial and ethnic formations in their various ideological, systemic and institutional contexts. The course provides a critical examination of the racialized structures of power and privilege in society and how these are sustained within different institutions. The ways in which the politics of race and ethnicity shape and inform social policies and institutional change are also examined along with forms of cultural production that both reinforce and problematize race and ethnic categories. By and large, the course has three main overlapping and interconnected areas of focus. The first focus will be on sociological theories and concepts coupled with a historical overview of the evolution of ‘race and racism’ in Canada and other contexts. The second focus will be on an examination of how race/ethnicity, racialization and racism have been incorporated into institutions and organizations. The third focus will consider the politics of resistance and alternative representations created by ethnically and racially minoritized people. In addition to examining race/ethnicity categories and diverse forms of racism/s, other related topics such as multiculturalism, nation-statism, colonialism, Eurocentrism, Orientalism and imperialism are also explored. Through in-depth class discussions, oral presentations and written assignments, students are invited to engage in an interdisciplinary exploration of the interlocking and intersecting nature of systems of oppression: how race intersects with sites such as nation, indigeneity/aboriginality, gender, sexuality, class, dis/ability, religion, language, neighborhood, citizenship, and so forth to produce and maintain relations of inequality, power and privilege.
Course Objectives

1. to examine and evaluate the key sociological concepts, ideas and categories around race, ethnicity, racism and antiracist struggle;
2. to investigate how ideas of race and racism are produced and reproduced in historically shifting multiple ways;
3. to explore different forms and kinds of racisms in their historical, ideological, institutional and socio-cultural contexts;
4. to examine how race and ethnicity intersect with other categories such as nation, nation-state, gender, sexuality, language, religion, class, disability, citizenship and so forth.
5. to explore various strategies of resistance to racism, racialization and ‘othering’;
6. to develop students' critical thinking and research skills in analyzing complex sociological processes regarding race, racism and other forms of oppression.

Assignments and Evaluation

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Attendance and participation</td>
<td>10%</td>
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<tr>
<td>2. Class Presentation</td>
<td>15%</td>
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<tr>
<td>3. Commentary</td>
<td>15%</td>
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<tr>
<td>4. Take home Exam</td>
<td>20%</td>
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<tr>
<td>5. In-class Test</td>
<td>20%</td>
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<tr>
<td>6. Final Essay</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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• Attendance & participation

All students are expected to attend both lectures and tutorial sessions and fully participate in discussions. You are encouraged to come with your questions/issues emerging from the readings as they relate to your lived experience and your knowledge gained from other sources. Based on our lived realities, we each bring different bodies of knowledge to the classroom. A main purpose of these discussions is to share our knowledge and to learn from one another.

• Presentation

Each student will do a presentation based on one (or more) of one week’s readings. Each presentation should be 15-20 minutes long, leaving enough time for questions and critical discussion. All members of the class are expected to participate in the discussion and provide feedback to the presenter. The tutorial leaders will organize the presentations and will schedule specific dates and topics of presentation for each student. More details will be given in class.
Analytic Commentary (due November 6/14)

During the term each student is expected to write one analytic commentary based on the course readings. This assignment calls upon students to select two articles (one must be selected from the course readings) and identify the theme they wish to explore in comparing the articles that have been selected. This commentary should contain: an introductory statement of the theme that will serve as a basis of the comparative analysis of the articles; a concise summary of the selected articles, and an analytic discussion of the articles with regard to the identified theme. This commentary is worth 15 marks and is expected to be no longer than 8 double spaced pages in length.

Take home Exam (distributed November 27/14, due January 8/15)

This assignment will have three major essay questions from which you will choose one to answer. The length of this essay exam will be 10-12 pages, double-spaced, plus a Works Cited page. More details will be given in class.

In-class test, (March 12/15)

This test will focus on various perspectives, terms, and concepts that have come up in the course (in lectures, readings, and tutorials). The students will be given a list of important sociological concepts from the field of sociology of race and racism and will be asked to provide brief definitions for them. More details will be given in class.

Term paper (due April 2/15)

This assignment will test your ability to apply your sociological knowledge to an analysis of issues emerging from race/ethnicity, racism, and lived experience. Using “Narrative Analysis” as your research method, you may focus on any particular aspect of your identity/lived experience (e.g., race/ethnicity, class, gender, religion, sexuality, place of birth, language, dis/ability) and explore it/them in light of various sociological perspectives that have been discussed in the course. The length of this final essay will be 12-14 pages double-spaced, plus a Works Cited page. More details will be given in class.

NB: It is the responsibility of students to ensure that they retain a copy of all written work submitted.

Late Work—All written assignments are due at the beginning of the class period, or they will be considered late. The student will lose 5% on an assignment for each calendar day the paper is late. This includes weekends. Please note that more detailed information/guidelines for each assignment will be provided in class.
**Academic Honesty**—Plagiarism and any kind of academic dishonesty will not be tolerated. All assignments submitted must be original work, authored by the student. Do not turn in work for this class that you have turned in for other classes. If you are unsure what constitutes plagiarism, or how to properly acknowledge source materials, consult your instructor or Teaching Assistant.

**Textbooks and Readings**


All other readings are accessible through York U E-resources. Additional readings, relevant news items, reports, etc., will be regularly posted on the course website: https://moodle.yorku.ca/

**Supplementary textbooks:**


**Weekly Schedule of Topics and Readings**

<table>
<thead>
<tr>
<th>1. September 11</th>
<th>Introductions and Overview of the Course</th>
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<tr>
<td></td>
<td>This session will be devoted to a description of the course, its purpose, philosophy and objectives. We will cover some basic terms and ideas in the sociology of race and racism…</td>
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<tr>
<th>2. September 18</th>
<th>Theories and Definitions</th>
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**Supplementary readings:**

3. **September 25**  
**Socio-Historical Overview**


**Supplementary readings:**

4. **October 2**  
**The Politics of Race**


**Supplementary readings:**

6. **October 9**  
**Race in Theory and Research**

7. October 16  
Racism in Canada


8. October 23  
Marx and Marxism: Contributions to Anti-racism


**Supplementary readings:**

9. November 6  
Cultural Racism, Politics of Identity and Difference

(Commentary, due at the beginning of lecture)


**Supplementary readings:**
### 10. November 13  Intersections: Race, Gender and Class


**Supplementary readings:**

### 11. November 20  Race, Ethnicity, Nation and Nation-Statism


**Supplementary readings:**

### 12. November 27  Racialization, Power and Privilege


### 13. December 4  Power, Knowledge, and Color

14. January 8

Sex, Gender and Race

(Take-home Exam, due at the beginning of lecture)


Supplementary readings:

15. January 15

Race & Racism in Education


Supplementary readings:

16. January 22

The Changing Nature of Racism

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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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Supplementary readings:  
Supplementary readings:  
Supplementary readings:  

Reading Week February 14--20
20. **February 26**  
Economics of Racism


21. **March 5**  
The Quebec Question


22. **March 12**  
Immigrants and Immigration

**In-class Test**


**Supplementary readings:**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
| **25. April 2** | Possibilities and Challenges          | Term paper, due at the beginning of lecture  
- Fleras, Augie. (2012). Chapter 12, This Adventure Called Canada-Building. In <i>Unequal Relations: An Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada</i> (pp. 359-378).  
Senate Policy on Academic Honesty

The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. A student who is charged with a breach of academic honesty shall be presumed innocent until, based upon clear and compelling evidence, a committee determines the student has violated the academic honesty standards of the university. A finding of academic misconduct will lead to the range of penalties described in the guidelines which accompany this policy. In some cases the University regulations on non-academic discipline may apply. A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defence against their application. Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions.

2. Senate Guidelines on Academic Honesty

2.1 Summary of Offences Against the Standards of Academic Honesty

The following summary of offences is not exhaustive, nor are the definitions provided for each offence confined to the examples cited.

2.1.1 Cheating is the attempt to gain an improper advantage in an academic evaluation. Forms of cheating include:

- Obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;
- Copying another person’s answer to an examination question;
- Consulting an unauthorized source during an examination;
• Obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor;
• Changing a score or a record of an examination result;
• Submitting the work one has done for one class or project to a second class, or as a second project, without the prior informed consent of the relevant instructors;
• Submitting work prepared in collaboration with another or other member(s) of a class, when collaborative work on a project has not been authorized by the instructor;
• Submitting work prepared in whole or in part by another person and representing that work as one’s own;
• Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;
• Preparing work in whole or in part, with the expectation that this work will be submitted by a student for appraisal.

2.1.2 Impersonation is to have someone impersonate one’s self in class, in a test, examination or interview, or in connection with any other type of assignment or placement associated with a course or academic program. Both the impersonator and the individual impersonated may be charged.

2.1.3 Plagiarism is the misappropriation of the work of another by representing another person’s ideas, writing or other intellectual property as one’s own. This includes the presentation of all or part of another person’s work as something one has written, paraphrasing another’s writing without proper acknowledgement, or representing another’s artistic or technical work or creation as one’s own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

2.1.4 Improper research practices. Academic research includes the collection, analysis, interpretation and publication of information or data obtained in the scientific laboratory or in the field. Forms of improper research practices include:

• Dishonest reporting of investigative results, either through fabrication or falsification;
• Taking or using the research results of others without permission or due acknowledgement;
• Misrepresentation or selective reporting of research results or the methods used.

2.1.5 Dishonesty in publication. It is a violation of academic honesty to knowingly publish information that will mislead or deceive readers. This includes the falsification or fabrication of data or information, as well as the failure to give credit to collaborators as joint authors or the listing as authors of others who have...
not contributed to the work. Plagiarism is also considered a form of dishonesty in publication.

2.1.6 **Dissemination of information without permission.** Information or experimental data that was collected with a member of faculty or another student, and other works that involved the participation of a faculty member or another student, should not be submitted for publication or otherwise disseminated without their permission.

2.1.7 **Abuse of confidentiality.** Taking or releasing the ideas or data of others that were given with the expectation that they are confidential is inappropriate. This includes the ideas or data obtained via the evaluation of confidential grant proposals, award applications or manuscripts that will be or may have been submitted for possible funding or publication. Unless one is authorized to do so, it is improper to obtain a password assigned to another or to copy or modify a data file or program belonging to someone else. Proper authorization means being granted permission either by the owner or originator of that material, or by an appropriate faculty member or administrator.

2.1.8 **Falsification or unauthorized modification of an academic document/record.** It is a breach of academic honesty to falsify, fabricate or in any way modify, either through omission or commission, an application to the University or a program, course student examination or test, transcript, grade, letter of recommendation or related document, a degree, a physician’s letter/form or any other document used in support of an academic application, record, petition/appeal or endeavor.

2.1.9 **Obstruction of the academic activities of another.** It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.

2.1.10 **Aiding and abetting.** Encouraging, enabling or causing others to do or attempt any of the above with intent to mislead an instructor, academic unit, program, office or committee as to a student’s academic status, qualifications, actions or preparation, or knowingly aiding or abetting anyone in a breach of academic honesty shall itself be considered misconduct.

### 2.2 Summary of Penalties for Academic Misconduct

When verified, violations of academic honesty may lead to the following range of penalties, which may be imposed singularly or in combination for any offence. The following penalties are listed in ascending order of severity.

2.2.1 **Written disciplinary warning or reprimand.**

2.2.2 **Required completion of an academic honesty assignment.**

2.2.3 **Make-up assignment, examination or rewriting a work, subject to a lowered grade.**
2.2.4 **Lower grade on the assignment, examination or work.**

2.2.5 **Lower grade in the course.**

2.2.6 **Failure in the course.**

2.2.7 **Permanent grade of record.** The grade assigned shall remain as the one grade of record for the course, even if the course is repeated. This penalty can be added to any other penalty, but shall always be attached to the penalty of failure in the course.

2.2.8 **Notation on transcript.** Notation on transcript can be a separate penalty or it can be added to any other penalty. Transcript notation shall always be included in cases of suspension, withholding or rescinding a York degree, diploma or certificate and expulsion from the University. Transcript notation can be for a limited period, at the end of which the notation will be removed from the student’s transcript. When no period is specified for a transcript notation, a student may petition to the Faculty Petitions Committee to have the notation removed after a period of five years from the date at which the notation was entered, with the exception of notation of expulsion from the University.

2.2.9 **Suspension from the University for a definite period, not to exceed 5 years, with transcript notation.** Suspension is defined as a penalty of a variable but limited period during which the student may not register in the University, imposed for serious academic offences such as plagiarism and cheating. A student who is otherwise eligible to graduate, but is suspended, may not apply to graduate until the suspension expires or is lifted. This penalty may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.

2.2.10 **Expulsion from the University with transcript notation.** Expulsion is defined as permanently terminating a person’s right to continue as a student in the University. This penalty may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.

2.2.11 **Withholding or rescinding a York degree, diploma or certificate with transcript notation.** When a Faculty decides to rescind a degree, diploma or certificate, the decision, with supporting documentation, must be forwarded to the Senate Appeals Committee for approval on behalf of Senate.