



The University of Western Ontario
SOCIOLOGY 2107A-001
Race, Ethnicity, Nation
Fall 2023

Delivery Method - in-person

Instructor: Dr. Mila Kolpashnikova

Email: [TBD]

This is a DRAFT only. Please see the course site for the final version.

Course Description: This course will examine ethnicity, nationalism, and race in contemporary societies, and how they can help understand social dynamics, policies, and trends. The focus will be primarily on Canada, with comparisons made to other societies and transnational processes.

Prerequisite(s): none

Anti-requisite(s): Sociology 2200E.

Course Objectives and Learning Outcomes:

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

- Show comprehension of key sociological concepts and discourses around race and ethnicity
- Demonstrate an understanding how “race” is socially constructed and that it effects every facet of our everyday lives, following the latest knowledge in social science
- Be able to discuss and present the sociological discourses of race and ethnicity in class and course assignments
- Display facility and fluency with core sociological concepts and discourses, using them in the development of oral and written assignments
- Be able to apply sociological discourses of race and ethnicity in practical assignments

Course Material:

The following readings are recommended for the course. Students may choose to read them or watch the summary YouTube videos provided for the weekly readings on course Canvas. No textbooks need to be purchased for this course.

September 18

- Lopez, I. F. H. (1994). The social construction of race: Some observations on illusion, fabrication, and choice. *Harv CR-CLL Rev.*, 29, 1.

September 25

- Stuart Hall – Hall, S., & Gieben, B. (1992). The West and the Rest: Discourse and Power (pp. 141-184) in *The West and the rest: Discourse and power. Race and Racialization*, 2E: Essential Readings.

October 2

- Maynard, Robyn. (2017). "Misogynoir in Canada: Punitive State Practices and the Devaluation of Black Women and Gender-Oppressed People" (pp. 128-157) in *Policing Black lives: State violence in Canada from slavery to the present*. Fernwood Publishing.

October 16

- LaRocque, Emma. (2011). "Dehumanization in Text" in *When the other is me: Native resistance discourse, 1850-1990*. Univ. of Manitoba Press.
- Robertson, Dwanna. L. (2015). Invisibility in the color-blind era: Examining legitimized racism against indigenous peoples. *American Indian Quarterly*, 39(2), 113-153.
- Leroux, Darryl. (2018). 'We've been here for 2,000 years': White settlers, Native American DNA and the phenomenon of indigenization. *Social studies of science*, 48(1), 80-100.
- Wolfe, Patrick. (2006). Settler Colonialism and the Elimination of the Native. *Journal of genocide research*, 8(4), 387-409.

October 23

- Creese, G., & Kambere, E. N. (2003). What colour is your English?. *Canadian Review of Sociology/Revue canadienne de sociologie*, 40(5), 565-573.
- Mathieu, Sarah-Jane. (2010). "Drawing the Line: Race and Canadian Immigration Policy" (pp. 22-60) in *North of the color line: Migration and Black resistance in Canada, 1870-1955*. Univ of North Carolina Press.
- Oreopoulos, P. (2011). Why do skilled immigrants struggle in the labor market? A field experiment with thirteen thousand resumes. *American Economic Journal: Economic Policy*, 3(4):148-171.

November 6

- Maghbouleh, Neda (2017). Being White (pp. 1-13) in *The limits of Whiteness: Iranian Americans and the Everyday Politics of Race*. Stanford, CA: Stanford University Press.
- Sengul, K. (2022). 'It's OK to be white': the discursive construction of victimhood, 'anti-white racism' and calculated ambivalence in Australia. *Critical Discourse Studies*, 19(6), 593-609.
- Momani, B., & Deschamps, R. (2021). Canada's Right-Wing Extremists: Mapping Their Ties, Location, and Ideas. *J. Hate Stud.*, 17, 36.

November 13

- Backhouse, Constance (2022). "Race and Policing in Nova Scotia" (pp. 50-64) in *Reckoning with Racism: Police, Judges, and the RDS Case*. Vancouver, BC: UBC Press.
- Wortley, S., & Owusu-Bempah, A. (2011). The usual suspects: Police stop and search practices in Canada. *Policing and society*, 21(4), 395-407.
- Stanley, T. (2016). John A. Macdonald, "the Chinese" and racist state formation in Canada. *Journal of critical race inquiry*, 3(1).

November 20

- Shaheen-Hussain, S. (2020). Part 3. Medical Colonialism and Indigenous Children (pp. 111 - 214) in *Fighting for a hand to hold: confronting medical colonialism against Indigenous children in Canada*. McGill-Queen's University Press.
- Benjamin, R. (2020). Introduction (pp. 1-48) in *Race after technology: Abolitionist tools for the new Jim code*. Medford, MA: Polity Press.

November 27

- Taylor, C, James, C and Saul, R. (2007). "Who belongs? Exploring race and racialization in Canada" (pp. 166-193). In Johnson, G. (Ed). *Race, Racialization and Anti-Racism in Canada and beyond*. Toronto: University of Toronto Press.
- Cutrara, S. (2020). Meaningful Learning: Imagining a New "We" (pp. 3-41) in *Transforming the Canadian History Classroom: Imagining a New "we"*. Vancouver, BC: UBC Press.

Communication:

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

Students are responsible for checking the course Canvas site, to which they will be enrolled using their email addresses with the help of the instructor and TA.

Method of Evaluation:

The evaluation methods described in the course outline are essential requirements for the course.

Assessment	% of the Final Grade	Notes	Due
Weekly videos and quizzes on Canvas	27	Each week is worth 3%	Every week before class on Monday
In-class Activities	32	Each activity is worth 4%	Every week during class on Monday
Midterm Exam OR Midterm Essay (student's choice)	18		October 16
Final Exam OR Final Project (student's choice)	23		Final Exam: TBA OR Final Project: December 8

For the closed-book midterm essay, you will write a minimum of 600 words in 2 hours during class. Electronic devices will not be permitted. This is a paper and pen essay.

For the closed-book midterm exam, you will have 2 hours in class to complete 60 multiple-choice questions. Electronic devices will not be permitted. This is a paper and pen exam.

For the final project, if you choose to do it instead of the final exam (multiple choice questions), you will create a 10-minute YouTube video that critically examines race and ethnicity issues within the context of the course theme as it relates to your project (prototype). Additionally, in this video, you will present a prototype based on one of the class activities. This project constitutes 23% of your final grade and will be evaluated using two rubrics: "Rubric for Grading the YouTube Video Project" and "Rubric for Grading the Prototype."

Half of your grade (11.5% of the final grade) will be determined by the initial 5 minutes of the video, during which you will explain the relevance of your prototype to the themes and topics covered in the course. This segment of your final project will be assessed based on four main criteria outlined in the rubric: relevance, content quality, credibility of research, and presentation style.

The remaining half of your grade (11.5% of the final grade) will hinge on the final 5 minutes of the video, dedicated to the presentation of your prototype. Your prototype will be evaluated on the completeness of its content and elements, creativity, visual presentation, and clarity of communication.

Your final project should showcase your critical thinking, understanding of the course material, and ability to creatively communicate complex concepts. Pay careful attention to both rubrics (attached at the end of this syllabus. See Attachments) to maximize your grade.

For the closed-book final exam, you will have 3 hours in-person to complete 90 multiple-choice questions. Electronic devices will not be permitted. This is a paper and pen exam.

Student Absences:

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth less than 10% of the overall course grade:

For work worth less than 10% of the total course grade, the instructor may provide an extension (of no longer than 3 days) for quiz submission if the student provides a valid reason. In the case of a missed in-class activity, students must create a 5-minute YouTube video to present their concept of that week's class activity (prototype).

Assessments worth 10% or more of the overall course grade:

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible.

If a student misses the midterm exam, they will take a makeup exam, which will be a multiple-choice exam.

If a student misses the deadline for the final project submission, they will take the final exam, which will be a multiple-choice exam.

Students with an approved absence from an in-class test or exam will be required to write a makeup exam.

Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

Course Schedule and Readings:

September 11 – Race and Racialization: First Thoughts

September 18 – Social Construction of Race

September 25 – Race and Colonial History

October 2 – Intersectionality: Misogynoir in Canada

October 9 – Thanksgiving (Western is closed)

October 16 – Race and Indigeneity

October 23 – Race and Immigration

Oct 30- Nov 5, 2023—Fall Reading Week

November 6 – On being White

November 13 – Race and Law

November 20 – Race: Public Health and Technology

November 27 – Multiculturalism in Canada

December 4 – Final Class: Closing Remarks

Academic Policies:

Please review the Department of Sociology “[Important Academic Policies](https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf)“ document
https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf for additional information regarding:

- Scholastic Offences
- Plagiarism
- Copyright
- Academic Accommodation
- Accessibility Options
- Mental Health

2023-2024