



The University of Western Ontario  
SOCIOLOGY 2107A-001  
Race, Ethnicity, Nation  
Fall 2024

**Delivery Method - in-person**  
**Instructor: Dr. Mila Kolpashnikova**

**Department of Sociology**  
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*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
- Display facility and fluency with core sociological concepts and discourses
- Be able to apply sociological discourses of race and ethnicity

**Course Material:**

The following readings are recommended for the course. The readings are available on Brightspace. No textbooks need to be purchased for this course.

**September 10**

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

**September 17**

- 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 1**

- 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 8**

- 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.

#### **October 29**

- 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.
- Creese, G., & Kambere, E. N. (2003). What colour is your English?. *Canadian Review of Sociology/Revue canadienne de sociologie*, 40(5), 565-573.
- 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 5**

- 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.
- Momani, B., & Deschamps, R. (2021). Canada's Right-Wing Extremists: Mapping Their Ties, Location, and Ideas. *J. Hate Stud.*, 17, 36.
- 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.

#### **November 12**

- Stanley, T. (2016). John A. Macdonald, "the Chinese" and racist state formation in Canada. *Journal of critical race inquiry*, 3(1).
- 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.

#### **November 19**

- 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 26**

- 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.

#### **December 3**

- Final Class, concluding remarks. No readings.

### **Communication:**

Students are responsible for checking the course OWL Brightspace site (<https://westernu.brightspace.com/d2l/login>) 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.

## **Method of Evaluation:**

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

<b>Assessment</b>	<b>% of the Final Grade</b>	<b>Notes</b>	<b>Due</b>
Midterm Exam 1	30	50 multiple choice questions, 1 hour	September 24, in class
Midterm Exam 2	30	50 multiple choice questions, 1 hour	October 22, in class
Final Exam	40	60 multiple choice questions, 1 hour	TBA

**For the closed-book midterm exams**, you will have 1 hour in class to complete 50 multiple-choice questions, non-cumulative. Electronic devices will not be permitted. This is a paper and pen exam. Please remember to bring your own pencils to the exam.

Instructors are permitted to designate one assessment per course per term as requiring supporting documentation to receive academic consideration. For this course the Midterm Exam 2 (October 22<sup>nd</sup>) has been designated as requiring supporting documentation.

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. There will be **only one makeup examination for each scheduled examination**. The makeup examination for the in-class midterm examination will be held during the Department Makeup Exam scheduled on **TBA**. Failure to write the exam on the date of the make-up exam will result in a zero grade for that evaluation.

**For the closed-book final exam**, you will have 1 hour in-person to complete 50 multiple-choice questions, non-cumulative. Electronic devices will not be permitted. This is a paper and pen exam. Please remember to bring your own pencils to the exam.

## **Student Absences:**

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

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here. Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.”

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#). Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by

the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

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.

### **Academic Policies:**

Please review the Department of Sociology “[Important Academic Policies](#)” document

[https://sociology.uwo.ca/undergraduate/courses/Academic\\_Policies.pdf](https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf) for additional information regarding:

- Scholastic Offences
- Plagiarism
- Copyright
- Course Selection
- Absence from Course Commitments
- Missed Tests and Exams
- Religious Accommodations
- Accessibility Options
- Mental Health
- Gender-Based and Sexual Violence statement