

Professor Zoua M. Vang
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Office Hours: Mondays 3:00-5:00 PM. Office hours are on a drop-in basis. No sign-up necessary. Students “wait” in the waiting room and will be let in. Zoom link for office hours will be posted on MyCourses.

Time: 1:35 to 2:25 PM

- **Mondays**: Pre-recorded lectures (available on MyCourses)
- **Tuesdays**: synchronous lectures¹ via Zoom; Zoom link will be sent to students via email and also posted on MyCourses.
- **Thursdays**: 5 scheduled conferences throughout the term; Zoom link for conferences will be sent to students via email and also posted on MyCourses.

¹*Students who cannot attend the synchronous lectures because of time zone issues should contact Dr. Vang via email to work out an alternative plan.*

COURSE SUMMARY

This course is designed to provide students with a theoretical and empirical grounding on race and racism. This will be achieved through a comparison of race relations in Canada and the United States. The course is divided into two interrelated sections. The first section will introduce students to key theories and concepts in the study of race relations. Material in the first section will provide students with the necessary foundation to understand and analyze issues discussed in the remainder of the course. Attention will be given to the consequences of race and racism for individual life chances and group stratification.

REQUIRED TEXT

All required and recommended readings will be available as either electronic course reserves via the Humanities and Social Sciences Library or as PDFs from MyCourses.

ASSIGNMENTS, DUE DATES, AND EVALUATION

Conference assignments: 60%

Final exam: 40%

Conference Assignments (60%): There will be a total of 5 conferences in which students will have the opportunity to engage in small-group discussions in Zoom break-out rooms.

For each conference, students will have an assignment (worth 12% per assignment). Assignments must be submitted on MyCourses by the specified deadlines. See detailed reading list below for due dates.

See grading rubric on MyCourses.

Final Exam (40%): The final exam will consist of multiple-choice questions. You will be evaluated on your knowledge of key terms, theories, and findings from empirical studies covered in the readings and lectures.

PLAGIARISM

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). (approved by Senate on 29 January 2003.)

SUBMISSION OF WRITTEN WORK

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. (approved by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluations.)

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REGRADE POLICY

Students who want a regrade of an assignment must submit a 1-page (double space, 12-point font) **written request** to the instructor no later than 2 weeks from the date the graded assignment is returned to students and/or when the grade is posted on MyCourses. The written request must include a clear justification for the regrade, and if necessary, a point-by-point rebuttal.

POLICY ON LATE ASSIGNMENTS

A full grade will be deducted for every 24 hours that the assignment is late. For example, if your conference assignment is submitted anytime between, and inclusive of, 12:01 (on the due date) and 11:59 on the following day, and you earn a B- on the assignment, then your adjusted grade will be C+.

DETAILED READING LIST

Historical Conceptions of Race & Racism

January 7

Introduction (no readings).

January 11 & 12:

Macmaster, N. (2001). *Racism in Europe, 1870-2000*. New York: Palgrave. Chapter 1, pp. 12-57.

Fleras, A. (2012). *Unequal Relations: An Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada, 7th Edition*. Toronto: Pearson. Chapter 2, pp. 36-48.

Historical and Contemporary Conceptions of Ethnicity

January 18 & 19:

Barth, Fredrik. 1969. "Introduction." Pp. 9-38 in *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*, edited by Fredrik Barth. Boston: Little, Brown and Company.

Weber, Max. 1996. "The Origins of Ethnic Groups." In J. Hutchinson and A.D. Smith, *Ethnicity*. Oxford: Oxford University Press. Pp. 35-40.

Critical Race Theory & Colorblind Racism

January 25 & 26:

Bonilla-Silva, E. (2013). *Racism without Racists: Colorblind Racism and the Persistence of Racial Inequality in America*. Lanham, MD: Rowman & Littlefield. Chapters 2 to 3. [[Available as eBook via McGill library](#)]

Christian, Michelle, Louise Seamster and Victor Ray. 2019. "New Directions in Critical Race Theory and Sociology: Racism, White Supremacy, and Resistance." *American Behavioral Scientist* 63(13):1731-40.

Prejudice, Stereotypes and Implicit Bias

February 1 & 2: ([Conference starts this week](#))

Allport, G. W. (1958). *The Nature of Prejudice: A Comprehensive and Penetrating Study of the Origin and Nature of Prejudice*. Garden City, NY: Doubleday Anchor Books. Chapter 1, pp. 3-16.

Blumer, Herbert. 1958. "Race Prejudice as a Sense of Group Position." *The Pacific Sociological Review* 1(1): 3-7.

Greenwald, A. G., & Krieger, L. H. (2006). Implicit bias: Scientific foundations. *California Law Review*, 94(4), 945-967.

****Conference #1 (February 4, 2021): Unpacking Our Implicit Biases**

Assignment: There are two components to this assignment:

Part 1.

- i) Go to <https://implicit.harvard.edu/implicit/demo/>
- ii) Click on “Project Implicit Social Attitudes”
- iii) On Preliminary information page, click on “I wish to proceed” (blue text) at the bottom
- iv) This will bring you to a page with a bunch of IAT tests. For your assignment, choose ONE of the following: Race, Skin-tone, Arab-Muslim, Asian, or Native
- v) When you finish, save a copy of your results summary as a PDF. You will need to upload your results (along with the essay, see Part 2 below) to MyCouress.

Part 2. Write a 750-word reflection essay on your IAT results. Be sure to address (i) whether or not you are surprised by your results and why, (ii) the extent to which the results reflect or do not reflect your “true” attitudes about the target group. Essays must go beyond merely critiquing the IAT test itself.

Written assignment & IAT results due 12:00 PM February 4, 2021. Must submit documents to correct folder under Assignments tab on MyCourses.

Immigration & Demographic Diversity in Canada

February 8 & 9:

Fleras, A. (2012). *Unequal Relations: An Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada, 7th Edition*. Toronto: Pearson. Chapter 9, pp. 256-281.

Multiculturalism & Belonging for Racial/Ethnic Minorities

February 15 & 16:

Banting, K., & Kymlicka, W. (2010). Canadian multiculturalism: Global anxieties and local debates. *British Journal of Canadian Studies*, 23(1), 43-72.

Fleras, A. (2012). *Unequal Relations: An Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada, 7th Edition*. Toronto: Pearson. Chapter 10, pp. 295-329.

Stoffman, Daniel. 2004. “The Illusion of Multiculturalism” Pp. 217-241 in *Multiculturalism and Immigration in Canada: An Introductory Reader*, edited by Elspeth Cameron. Toronto: Canadian Scholars’ Press.

Indigenous-Settler Relations

February 22 & 23:

Wolfe, P. (2006). Settler colonialism and the elimination of the native. *Journal of Genocide Research*, 8(4), 387-409.

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* 80:218-242.

*****STUDY BREAK (March 1 to 5*****
NO CLASSES

Reconciliation & Decolonization

March 8 & 9:

Truth and Reconciliation Commission of Canada. 2015. *Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary*. Winnipeg: Lorimer & Company. Introduction, pp. 1-22.

Tuck, Eve and K. Wayne Yang. 2012. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1(1):1-40.

****Conference #2 (March 11, 2021): Unpacking Reconciliation**

Assignment: Write a 750-word essay on (i) what reconciliation means to you and what you as an individual can do to work towards reconciliation; (ii) how does your own racial/ethnic background influence your perspectives on reconciliation; and (iii) what should be the responsibility of higher education institutions, such as McGill, in the reconciliation process.

Written assignment due 12:00 PM March 11, 2021. Must submit Word document to correct folder under Assignments tab on MyCourses.

Whiteness & White Privilege

March 15 & 16:

DiAngelo, R. (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston: Beacon Press. Chapter 1, pp. 7-14 and Chapters 8-10 pp. 107-129.

Hartmann, D., Gerteis, J. and Croll, P.R. 2009. "An Empirical Assessment of Whiteness Theory: Hidden from How Many?" *Social Problems* 56(3): 403-424.

McIntosh, P. 1989. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom* (July-August):10–12.

****Conference #3 (March 18, 2021): Understanding White Privilege**

Assignment: Come up with one form of white privilege NOT identified by McIntosh. Write a 750-word essay explaining (1) *why* you think your chosen item constitutes white privilege, and (2) *how* the form of white privilege you have chosen may produce racial inequality, if any.

Written assignment due 12:00 March 18, 2021. Must submit Word document to correct folder under Assignments tab on MyCourses.

Systemic Racism

March 22 & 23:

Fleras, A. (2012). *Unequal Relations: An Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada, 7th Edition*. Toronto: Pearson. Chapter 3, pp. 84-86.

Gaudet, M. (2018). *Police-Reported Hate Crime in Canada, 2016*. Ottawa, ON: Canadian Centre for Justice Statistics. Catalogue no. 85-002-X.

Government of Quebec. 2019. *Public Inquiry Commission on Relations between Indigenous Peoples and Certain Public Services in Quebec: Listening, Reconciliation and Progress*. Quebec City, QC: Government of Quebec. Chapter 9.

Blackness, Anti-Black Racism, and BLM

March 29 & 30:

Fanon, Frantz. 2008. "Black Skin, White Masks." London: Pluto Press. Chapter 5.

Hudson, S., & Diverlus, R. (2020). The origin story of Black Lives Matter Canada. In R. Diverlus, S. Hudson, & S. M. Ware (Eds.), *Until We Are Free: Reflections on Black Lives Matter in Canada* (pp. 3-18). Regina: University of Regina Press.

Thompson, D. (2017). An exoneration of Black rage. *The South Atlantic Quarterly*, 116(3), 457-481.

Recommended:

Lawson, E. S. (2020). Anti-Black racism on the sidelines: The limits of "listening sessions" to address institutional racism at Canadian universities. *Canadian Review of Sociology*, 57(3), 491-494.

Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2020). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counseling Psychology*, 1-17.

****Conference #4 (April 1, 2021): Anti-Black Racism and BLM**

Assignment: TBD

Written assignment due 12:00 PM April 1, 2021. Must submit Word document to correct folder under Assignments tab on MyCourses.

COVID-19 & Impacts on BIPOC Communities

April 5 & 6:

Cheah, C.S.L., C. Wang, H. Ren, X. Zong, H.S. Cho and X. Xue. 2020. "Covid-19 Racism and Mental Health in Chinese American Families." *Pediatrics* 146(5):e2020021816.

Chen, J. A., E. Zhang and C. H. Liu. 2020. "Potential Impact of Covid-19-Related Racial Discrimination on the Health of Asian Americans." *American Journal of Public Health* 110(11):1624-27.

DiMaggio, Charles, Michael Klein, Cherisse Berry and Spiros Frangos. 2020. "Black/African American Communities Are at Highest Risk of Covid-19: Spatial Modeling of New York City Zip Code-Level Testing Results." *Annals of Epidemiology* 51:7-13.

Evra, Rose and Eric Mongrain. 2020. "Mental Health Status of Canadian Immigrants During the Covid-19 Pandemic." Vol. *StatCan COVID-19: Data to Insights for a Better Canada*. Ontario, ON: Statistics Canada.

Racial Microaggressions in Higher Education

April 12 & 13:

Clark D.A., Kleiman S., Spanierman L.B., Isaac P., and Poolokasingham G. 2014. "Do you live in a teepee? " Aboriginal student's experiences with racial microaggressions in Canada". *Journal of Diversity in Higher Education*. 7 (2): 112-125.

DiAngelo, R. (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston: Beacon Press. Chapter 12. [CP]

Solorzano, D.G., M. Ceja, and T. Yosso. 2000. "Critical race theory, microaggressions, and campus racial climate: The experiences of African American college students." *Journal of Negro Education* 69(1/2):60-73.

Recommended:

Garcia et al. 2011. "When parties become racialized: Deconstructing racially themed parties." *Journal of Student Affairs Research and Practice* 48(1):4-20

UNC School of Government. 1991. "On-campus black-face performance is constitutionally protected free speech." Chapel Hill, NC.

<https://csl.sog.unc.edu/node/1036>

****Conference #5 (April 15, 2021): Racial Microaggressions in Post-Secondary Education**

Assignment: Write a 750-word essay answering the two following questions: (1) To what extent are racial microaggressions an issue that needs to be addressed at McGill? Please explain your answer. (2) Are there structural/institutional components to racial microaggressions on university campuses? Or are microaggressions strictly operating at an interpersonal level?

Written assignment due 12:00 PM April 15, 2021. Must submit Word document to correct folder under Assignments tab on MyCourses.

Anti-Racism

April 15

Anti-racism workshop (no readings).