

## **SOCI 375: Suspect Minorities in Canada**

**Fall Term 2020**

**Morton Weinfeld**

**Office is Leacock 812.**

**Office Hrs, will be Wed 11:30 to 1:30, to be confirmed via email and set up using phone or Zoom**

**Morton.weinfeld@mcgill.ca**

**Time of course is 4:00-5:30 Tuesday and Thursday and will be delivered via Zoom. Zoom meetings will also be recorded and available on myCourses.**

This is still a relatively new course, and it is now being offered remotely. So we will all be experimenting and learning together. Its focus is a possibly controversial topic which can fall within various areas of sociology, as well as disciplines of political science and modern history, all with reference to Canada. So the readings in this course will be drawn from a number of disciplines. Canada is a case study of a liberal-democratic society and polity, that has been and is highly diverse in terms of ethnic, national, racialized, and religious groups. Many of the issues we shall study will resonate with the experiences of other countries, notably the United States, Australia, and Western-European states.

The idea is to explore how various such groups, as well as other types of minority groups ( e.g. hippies, LGBTQ ) have been perceived in extreme cases as “**suspect**” ie, not simply as different, or inferior, but as threatening to the basic security, integrity, and foundations of the Canadian state, and Canadian society. The issue of terrorism, while much in the news, will not form the only focus of this course. An additional focus is on minority groups of various kinds who are perceived to be in serious opposition to mainstream Canadian values or interests. Also, this course will focus on the various types of responses – forms of agency -- by these various Canadian groups to their victimization.

Needless to say this course is also being offered during a very tense time regarding racism in Canada, and elsewhere, from systemic racism in various institutions, to overt brutality, and to subtle yet hurtful microaggressions. The issue of dual loyalty also adds another important possible element to the range of forms of racism worthy of study in Canada.

### Readings:

1. The texts to be used in this course are two. The first is an edited collection of readings -- sorry there is no convenient textbook for such a course. This book is available **at no cost** as an ebook from the library for all students!!( It might be possible for those in Montreal or find a used copy somewhere for purchase.)

The book is:

Paul Bramadat and Lorne Dawson, *[Religious Radicalization and Securitization in Canada and Beyond](#)*. Toronto: University of Toronto Press, 2014.

2. The second is a coursepack with additional readings. This coursepack is available for purchase as an ebook from the bookstore. **You can purchase this book by logging on to the bookstore at <https://lejames.ca/textbooks> and then search for Coursepacks for soci375.** The price should be around \$41.50. This is **recommended**, and will include all the readings and is the most straightforward way to proceed. Thus the total amount to be spend on all readings, materials, etc for this course is \$41.50, which is generally not very much for a McGill course. If students have trouble with this cost, please email me directly.

For those in Montreal you may be able to find somehow a used hard copy of this coursepack from last year, same readings. You could also order a new hard copy, more pricey, from the bookstore via Print on demand. You would pre-pay and pick it up in two days.

(But in addition most – **but not all** -- of the readings from the coursepack are available easily and electronically through the McGill library. You can click on to the links in this course outline and read or download these readings, via the library, at no cost.)

There will also be several documentary films to view, generally from the National Film Board of Canada or the CBC, easily accessible by title on line, and free, and these will also be discussed and are part of the course.

### Structure of the Course.

The course is a “lecture” course. I will zoom lecture, with power pt., for about 45- 50 mins or so, and for the balance of the time we will have discussion, and Q and A. for maybe 25-30 mins. This will be a kind of a conference. We can discuss the lectures for that

meeting, the readings, or the films as they are seen. The lectures will be done synchronously, ie at a fixed time for everyone, via zoom. But students can ask questions via the chat function on zoom, and I will answer those during the Q and A. Some students may also want to pose direct questions during meetings, or make comments, which would be welcome.

There will be 12 separate power pt presentations, corresponding to 12 specific weekly topics, and each power pt presentation will be delivered in two instalments, the Tues and Thurs of each week. There is also an Introductory lecture.

In addition, as mentioned, these lectures and power pts. will be posted on myCourses. The lectures will show up on myCourses about 2-3 hrs after they are given. Some students may well find it hard to sit for the full live zoom lecture, so they might choose to watch the sessions on myCourses, broken up into 2 or 3 parts....

In my lectures and slides I will essentially review the arguments of the readings for that section.

### **Evaluation:**

There will be no specific mid-term and no formal final examination of any kind. ☺

The course will be divided into roughly three blocs of four weeks each. At the end of the three blocs there will be a short open book take home exam to be done, with answers returned to myCourses. The questions – and there will be choice -- will be posted on myCourses for a window of 48 hours. During that time students will have **three hours** from the time they begin, to complete and send in their work to myCourses.

If students cannot complete the exam within the assigned window, they must have a medical note, proof of a power failure, or a documented bona fide excuse. (Having lots of work is not such an excuse. I have to treat all students equally, and many students with “lots of work” manage to meet the deadlines.). Otherwise papers handed in up to two days late will go say from an A- to a B+, up to four days late will be an A- to a B, etc.

Answers should be **a minimum of two double spaced pages and a maximum of four**. And maximum means maximum...☺. I will stop reading after four pages....**The first two of these three take homes will be worth 25%, and the last one 10%.**

**Students are expected to submit their own work, and not to consult with other students in any way when completing these assignments.**

**There will also be a group work/paper exercise.** I will divide the class randomly into groups of 4. Each group must prepare a term paper **of max. 8 pages** double spaced. This group selection will happen only after the course add/drop period, which ends Sept. 15.

**This will be worth 40%.**

. And here is the question/topic, same for everyone:

**Using the course materials: readings, power points, lectures and films, and a MAXIMUM OF four other references ( either books or articles ) from outside the required course readings:**

**Discuss the strengths and weaknesses of the idea of “ suspect minorities” in terms of understanding issues of diversity and inequality in Canada.**

This paper must be sent back by **Monday Dec. 14**. Your team can start work much earlier of course. It will be written jointly by all four of you. If someone becomes ill the idea is that the other three can still make the deadline.

The paper should be written in APA style eg; as argued by Jones (1980 ). No footnotes or endnotes. References from the course need not be listed in a reference list , just be explicit in the text especially when or if quoting something. . A maximum of four outside references can be used, in a brief ref. list..

This is a valuable learning exercise for two reasons. First, it relates to the subject matter. You are forced to think critically and creatively about the course and make linkages where possible. You can be your own little study group. Demonstrate your grasp of the various cases we have discussed and perhaps ways they are similar and ways they differ.

Second, it is likely that you four will not know each other, at least to start.... So you will have to find a way to work together, frame the paper, divide the tasks, develop some form of trust and teamwork. This is more challenging given the covid context. I am sure you can find ways to communicate with each other effectively, whether through emails, FaceTime, skype, zoom, etc. Each team can structure their response as they choose, as long as they answer the question above. This sort of thing may often happen in the real world, where you get a job and find you have to work well on a project with a team of relative strangers.

**This will be worth 40%**

One reason to attend the lectures is to get a kind of overview of all the readings directly. Better not to try to cram things when when doing the exams. A few of the readings may be more demanding, with some jargon, so I will try to explain the major points. Another is to get a sense of what I might think is important or interesting in the various readings. A third is that one hopes the lectures and Q and A , via chat, or live, in which students can respond to and debate the issues raised in the readings, will be of intellectual or other interest☺...!!

According to an old proverb, a wise scholar once said: “I have learned a great deal from my teachers, even more from my peer group of fellow students, and most of all I have learned from the students I have taught...”☺

**Office Hours:** I will be available to speak to students every Wed. from 11:30 to 1 :30 PM. ( If students have class at that time let me know and we will make another arrangement. ) Via zoom or Face time or simple phone.

**Trigger warning:** As you can see from the course outline below, many of the topics deal with complex and controversial episodes, or issues, in Canadian modern history or recent experience. And I think you will find this class a rewarding and stimulating experience. Some in the class may have well- formed opinions about some of these issues. Others will not. Both are fine!

Some of the readings are mainly informative. But others make focused arguments based on evidence and/or reason. So at times it is likely that a few – likely very few -- of the readings might present or review points of view which differ in nuance from your own views, or perhaps what you may have encountered in other courses. Students need not agree with every line or argument , or general perspective, in every reading!

Part of a serious educational experience in an upper level university undergraduate course in the social sciences and humanities is learning to think critically and to understand and confront a variety of arguments. But students need not feel obliged to agree with **any** of the readings or sections of readings, or with my own expositions or interpretations. Not at all!!!. And this goes for the documentary films as well. Do not assume that I agree with all or most or many of the views expressed in these films. The films are meant to be interesting, informative, and challenging, in the best sense of the word.

But the general context of the course remains antiracism and defending Canadian minorities, and also recognizing the agency which minority groups can try to utilize in the face of oppression and victimization.

**At all times this course will adhere to a model of inclusivity and respect for all students of all backgrounds.**

So this is a one-time and general trigger warning for the entire course.

*"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/](http://www.mcgill.ca/students/srr/honest/) for more information). (approved by Senate on 29 January 2003)*

*"L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et*

autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

2. ***“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 evaluation.)

*“Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).”*

## Outline of sessions

### Introductory class: Thursday Sept. 3

This class will outline the course and also introduce a few basic ideas about diversity in Canada. It will discuss inequality and racism and outline the context in which the notion of suspect minorities has emerged.

### Section 1 Sept. 8: Understanding Dual and Competing Loyalties: Diasporas and Transnationalism

Baron, Ilan Zvi. 2009. [“The Problem of Dual Loyalty.”](#) *Canadian Journal of Political Science* 42 (4): 1025-1044. .... 15

Kymlicka, William. 2005. “The Uncertain Futures of Multiculturalism.” *Canadian Diversity* 4 (1): 82-85..... 35

Cohen, Robin. 1996. [“Diasporas and the Nation-State: From Victims to Challengers.”](#) *Ethnicity and International Relations* 72 (3): 507-520..... 39

Bramadat, Paul. 2014. “Chapter One: The Public, the Political, and the Possible: Religion and Radicalization in Canada and Beyond.” Pp. 3-33 in [Religious Radicalization and Securitization in Canada and Beyond](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

## Section 2 Sept 15 : Liberal Democracies, Free Speech, and Rights of Dissent

Amiriaux, Valérie and Javiera Araya-Moreno. 2014. "Chapter Four: Pluralism and Radicalization: Mind the Gap!" Pp. 92-120 in [Religious Radicalization and Securitization in Canada and Beyond](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

Smith, Joyce. 2014. "Religion, Reporting, and Radicalization: The Role of News Media in Securitized Discourses." Pp. 229-258 in [Religious Radicalization and Securitization in Canada and Beyond](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

Dhamoon, Rita and Yasmeeen Abu-Laban. 2009. "[Dangerous \(Internal\) Foreigners and Nation-Building: The Case of Canada](#)." *International Political Science Review* 30 (2): 163-183..... 54

## Section 3, Sept 22: Challenges of Foreign Policy and Citizenship

Granatstein, J.L. 2008. "Multiculturalism and Canadian Foreign Policy." Pp. 78-91 in [The World in Canada: Diaspora, Demography, and Domestic Politics](#). Montreal, QC: McGill-Queen's University Press. .... 75

Satzewich, Vic. 2007. "[Multiculturalism, Transnationalism, and the Hijacking of Canadian Foreign Policy A Pseudo-Problem?](#)" *International Journal* 63 (1): 43-62..... 82

Barry, Donald. 2010. "[Canada and the Middle East Today: Electoral Politics and Foreign Policy](#)." *Arab Studies Quarterly* 32 (4): 191-216..... 102

## Week 4 Sept 29: Japanese, Germans, and Italians in WWII and the Politics of Redress

Massa, Evelyne and Morton Weinfeld. 2010. "[We Needed to Prove We Were Good Canadians: Contrasting Paradigms for Suspect Minorities](#)." *Canadian Journal for Social Research* 3 (1):15-27. .... 126

Berger, Thomas R. 1981. "Chapter Four: The Banished Canadians: Mackenzie King and the Japanese Canadians." Pp. 93-126/Footnotes: 269-272 in [Fragile Freedoms](#). Toronto, ON: Clarke, Irwin & Company..... 140

Miki, Roy. 2004. Preface & Introduction. Pp. xi-xiv & 1-12/Footnotes: 327-328 in [Redress: Inside the Japanese Call for Justice](#). Vancouver, BC: Raincoast Books. .... 159

Granatstein, J.L. and Gregory A. Johnson. 1988. "The Evacuation of the Japanese Canadians, 1942: A Realist Critique of the Received Version." Pp. 101-129 in [On Guard for Thee: War, Ethnicity, and the Canadian State, 1939-1945](#), edited by N. Hillmer, B.S. Kordan, and L.Y.

Luciuk. Ottawa, ON: Canadian Committee for the History of the Second World War: Canadian Government Pub. Centre..... 171

Ramirez, Bruno. 1988. [“Ethnicity on Trial: The Italians of Montreal and the Second World War.”](#) Pp. 71-84 in [On Guard for Thee: War, Ethnicity, and the Canadian State, 1939-1945](#), edited by N. Hillmer, B.S. Kordan, and L.Y. Luciuk. Ottawa, ON: Canadian Committee for the History of the Second World War: Canadian Government Pub. Centre ..... 186

The first take home will be available **Monday noon Oct. 4 , must be delivered by noon Oct. 6**

### **Week 5 Oct 6: Francophones as Suspect for English Canada**

Berger, Thomas R. 1981. [“Chapter Seven: Democracy and Terror: October, 1970.”](#) Pp. 190-218/Footnotes: 274-275 in [Fragile Freedoms](#). Toronto, ON: Clarke, Irwin & Company. .... 194

Whitaker, Reg. 2011. [“Apprehended Insurrection? RCMP Intelligence and the October Crisis.”](#) Pp. 228-244 in [Contemporary Quebec Selected Readings and Commentaries](#), edited by M.D. Behiels and M. Hayday. Montreal, QC: McGill-Queen’s University Press ..... 210

Dickinson, John A. 2007. [“The English-Speaking Minority of Quebec: A Historical Perspective.”](#) [International Journal of the Sociology of Language](#) 185: 11-24..... 219

Young, Andrew Robert. 1999. [“Chapter One: The 1995 Referendum and the Yes That Wasn’t.”](#) Pp. 13-38/Footnotes: 152-159 in [The Struggle for Quebec: From Referendum to Referendum?](#) Montreal, QC: McGill-Queen’s University Press. .... 233

**Film: Action: the October Crisis of 1970.** National Film Board of Canada. This controversial film describes the background, events, and follow up of the violent actions of the FLQ, at the early stage of the Quebec independence movement. 1 hr. 27 mins.

### **Week 6 Oct 13 : Anglophones and Allophones as Suspect in Quebec**

Salée, Daniel. 2011. [“Quebec Sovereignty and the Challenge of Linguistic and Ethnocultural Minorities: Identity, Difference, and the Politics of Ressentiment.”](#) Pp. 472-493 in [Contemporary Quebec Selected Readings and Commentaries](#), edited by M.D. Behiels and M. Hayday. Montreal, QC: McGill-Queen’s University Press.) ..... 267

Oakes, Leigh. 2004. [“French: A Language for Everyone in Québec?”](#) [Nations and Nationalism](#) 10 (4): 539-558. .... 278

Bakali, Naved. 2015. [“Contextualizing the Quebec Charter of Values: How the Muslim ‘Other’ is Conceptualised in Quebec.”](#) [Culture and Religion](#) 16 (4): 412-429. .... 298



## Week 7 Oct 20: First Nations

Wotherspoon, Terry and John Hansen. 2013. "[The 'Idle No More' Movement: Paradoxes of First Nations Inclusion in the Canadian Context.](#)" *Social Inclusion* 1 (1): 21-36. .... 317

Proulx, Craig. 2014. "[Colonizing Surveillance: Canada Constructs an Indigenous Terror Threat.](#)" *Anthropologica* 56 (1): 83-100. .... 333

Horn, Kahn-Tineta. 1991. "Beyond Oka: Dimensions of Mohawk Sovereignty Interview with Kahn-Tineta Horn." *Studies in Political Economy*, 35: 29-41 ..... 352

**Film: Kanesatake: 270 years of Resistance. NFB.** This film describes the clash between First nations ( Mohawk ) and the Canadian state and army, also called the Oka Crisis in 1990. 2 hrs.

## Week 8 Oct 27: The Case of Jews as Iconic Other in Canada

Abella, Irving M. and Harold Martin Troper. 1982. Conclusion. Pp.280-285/Footnotes: 325 in [None is Too Many: Canada and the Jews of Europe, 1933-1948.](#) Toronto, ON: Lester & Orpen Dennys..... 365

Richard Menkis and Harold Martin Troper.2015. Conclusion. Pp. 206-216/Footnotes: 253-254 in [More than just Games Canada and the 1936 Olympics.](#) Toronto: University of Toronto Press. .... 369

Weinfeld, Morton. 2015. "Canadian Jews, Dual/Divided Loyalties, and the Tebbit 'Cricket' Test." Pp.141-158 in [Revisiting Multiculturalism in Canada: Theories, Policies, and Debates](#) edited by S. Guo and L. Wong. Rotterdam, The Netherlands: Sense Publishers..... 377

The second take home will be given **out Monday noon Nov. 2 due by Wed. noon Nov. 4**

## Week 9 Nov. 3 : Muslims in Canada (Part I)

Dawson, Lorne. 2014. "Chapter Three: Trying to Make Sense of Home-Grown Terrorist Radicalization: The Case of the Toronto 18." Pp. 64-91 in [Religious Radicalization and Securitization in Canada and Beyond](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

Beyer, Peter. 2014. "Chapter Five: Securitization and Young Muslim Males: Is None too Many?" Pp. 121-144in [Religious Radicalization and Securitization in Canada and Beyond](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

Jamil, Uzma. 2014. "Chapter Six: The Impact of Securitization on South Asian Muslims in Montreal." Pp. 145-163 in [Religious Radicalization and Securitization in Canada and Beyond](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

**Film; Sharia in Canada, parts 1 and 2 NFB**, each part 44 minutes. This NFB film follows a heated debate in Ontario and Quebec around the year 2005, about whether space should be found in Canadian law for Sharia, or Islamic law.

**Week 10 Nov. 10: Muslims in Canada (Part II)**

Keeble, Edna. 2014. "Chapter 10: The Cross-Cultural Roundtable on Security as a Response to Radicalization: Personal Experiences and Academic Reflections." Pp. 259-284 in [\*Religious Radicalization and Securitization in Canada and Beyond\*](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

Norton, Sean and Afzal Upal. 2014. "Chapter 11: Narratives, Identity, and Terrorism." Pp. 285-300 in [\*Religious Radicalization and Securitization in Canada and Beyond\*](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

Bramadat, Paul and Lorne Dawson. 2014. Conclusion. Pp. 301-314 in [\*Religious Radicalization and Securitization in Canada and Beyond\*](#). Toronto, Buffalo, London: University of Toronto Press.

Syed, Itrath. 2012. "Chapter Two: The Great Canadian 'Shar'ia' Debate." Pp. 61-91. In *Islam in the Hinterlands: Exploring Muslim Cultural Politics in Canada*, edited by J. Zine. Vancouver, BC: UBC Press. .... 395

Jamil, Uzma and Cécile Rousseau. 2011. "[Challenging the 'Official' Story of 9/11: Community Narratives and Conspiracy Theories.](#)" *Ethnicities* 11 (2): 245-261..... 411

**Week 11 Nov. 17 : Sikhs, Tamils, and Blacks**

Jakobsh, Doris R. 2014. "Chapter Seven: The Sikhs in Canada: Culture, Religion, and Radicalization." Pp. 164-200 in [\*Religious Radicalization and Securitization in Canada and Beyond\*](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

Amarasingam, Amarnath. 2014. "Chapter Eight: Religion, Politics, and Tamil Militancy in Sri Lanka and the Diaspora" Pp. 201-228 in [\*Religious Radicalization and Securitization in Canada and Beyond\*](#), edited by P. Bramadat and L. Dawson. Toronto, Buffalo, London: University of Toronto Press.

Dhamoon, Rita Kaur. 2013. "[Exclusion and Regulated Inclusion.](#)" *Sikh Formations* 9 (1): 7-28. .... 428

Thurairajah, Kalyani. 2013. "Canadians under Suspicion Sri Lankan Tamil Diasporic Community as a Suspect Minority Group." Pp.171-185 in [\*Revisiting Multiculturalism in\*](#)

*Canada: Theories, Policies, and Debates*, edited by S. Guo and L. Wong. Rotterdam, The Netherlands: Sense Publishers..... 451

**Film: The Ninth Floor, NFB, 1 hr. 22 mins.** This documentary looks back at the 1969 occupation of the Computer Centre at Concordia University – then Sir George Williams – by black students protesting a racist professor.

**Additional reading:** Owusu-Bempah, Akwasi and Carl James. 2020. “Race and Incarceration; The Experience of African Canadians, in Robert Brym ed. *Racism, Islamophobia, Antisemitism and the future of Canadian society*. Oakville, Ont., Rock’s Mills Press 29-56.

### **Week 12 Nov. 24: Other Suspect Minorities: Hippies, Leftists/Communists, Gays**

Warner, Tom. 2010. “Chapter One: Social Conservatism and the Canadian State.” Pp. 3-24/Footnotes: 251-253 in *Losing Control: Canada's Social Conservatives in the Age of Rights*. Toronto, ON: Between the Lines..... 466

Martel, Marcel. 2009. “‘They Smell Bad, Have Diseases and Are Lazy’: RCMP Officers’ Reporting on Hippies in the Late Sixties.” Pp. 165-192 in *The Sixties in Canada: A Turbulent and Creative Decade*, edited by A.M. Paleologu. Montreal, QC: Black Rose Books. Find in: <https://mcgill.on.worldcat.org/oclc/784883344>..... 480

Whitaker, Reginald and Gary Marcuse. 1994. “Chapter 9: The Antagonists: Cops versus Commies.” Pp.207-225/Footnotes: 454-457 in *Cold War Canada: The Making of a National Insecurity State, 1945-1957*. Toronto, ON: Toronto University Press. .... 495

Kinsman, Gary. 1996. “Chapter 10: Danger Signals: Moral Conservatism, the Straight Media, the Sex Police and AIDS.” Pp. 330-374 in *The Regulation of Desire: Homo and Hetero Sexualities*. Montreal, QC: Black Rose Books..... 518

**Film: The summer of 67, NFB.** This film interviews 14 Torontonians who were teens in 1967 and into the counterculture and rebellion, over 25 years later as they reflect on the 1960s in Canada. 57 mins.

Take home exam given out **on Mon. at noon Sat. Nov. 28, due back by noon Wed. Dec. 2** (extra time )

And final team work project/ paper due **on noon Dec. 14**