

**RACE & IDENTITIES (SOC1/WMGS 217) – 3 CREDITS**  
**Department of Sociology & Women and Gender Studies**  
**St. Francis Xavier University**  
**Winter 2021**

*This course acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.*

**COURSE INFORMATION:**

Instructor: Dr. Katie Aubrecht; E: [caubrech@stfx.ca](mailto:caubrech@stfx.ca); T: 902-789-0800

Course Meeting Day & Time: Mon. 11:15am-12:30pm & Thurs. 12:45pm-2pm AST

Course Meeting Location: Remote via Moodle Collaborate

Office Hours (Remote via Teams): Mon. 9am-10am & Wed. 12pm-1pm AST\*

**COURSE OVERVIEW**

**Course Description**

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This course discusses the interconnected realities of race, class, gender and sex from various sociological perspectives. Substantive topics will include the socially constructed nature of these concepts in places like media, and the experiences of classism, sexism and racism in the workplace, schools, and everyday life. Credit will be granted for only one of SOCI 217 or SOCI 215. Cross-listed as WMGS 217. Prerequisites: SOCI 101, 102. Three credits.

**Course Materials**

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**Required Course Textbook:** Das Gupta, T., James, C., Andersen, C., Galabuzi, G.E., & Maaka, R. C.A. (2018). *Race and racialization: Essential readings*. Second Edition. Toronto: Canadian Scholars Press.

Other required readings and supplementary readings will be available on the Course Moodle Site.

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\* There may be times when office hours are rescheduled. During those times, a notification will be shared in class where possible, via email, and on the course Moodle page. Students are encouraged to make appointments for all meetings, and each student must meet with the professor in person at least once over the course of the term.

## Teaching Methods

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This seminar style course is delivered online and supported electronically by a Moodle Collaborate online classroom.

## Accessibility

To enhance the accessibility of the course, I will use a variety of teaching methods in each class, including:

1. Archived lecture materials, such as PowerPoint presentation slides.
2. Required and supplementary readings and course materials such as academic publications, reports, websites, blogs, documentary film, news media, YouTube videos, as well as artistic and creative works and guest speakers, posted on Moodle. Lectures will refer to both required and supplementary readings.
3. In-class discussions and collaborative work. Through dialogue we will create a safe and stimulating space where you can creatively engage with the course content, and one another.
4. Individualized in-person meetings with students.

## Expectations of Students

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Weekly **participation** in the course discussions is expected of all students. The discussions are our space to share our reactions, thoughts and questions related to the readings. Each lesson will include guiding questions to support the conversation, but students are also encouraged to pose their own questions, think critically and take the conversations in new directions.

Attendance will be taken at each class. **Students who miss a total of 3 classes will have their names forwarded to the Dean's Office.** This is not done to be punitive but as a check-in to ensure you are supported in realizing your potential for success in the class.

Students are expected to complete assignments before or by due dates listed on the **syllabus**, unless previous arrangements have been made. If circumstances arise which make meeting a due date difficult, please inform me in advance, as soon as possible. **Clear and continuous communication** throughout the course is critical. I care about your progress. Contact me if you have questions or require clarification around instructions or expectations for assignments using my email [caubrech@stfx.ca](mailto:caubrech@stfx.ca).

**Our criteria for success is engaged, critical and creative dialogue that is informed by the readings.** For this to happen, it is expected that students will have read all of the required readings (as they are listed in the schedule), and will engage one another by listening to and responding to one another in respectful ways. A collective sense of trust, and respect for one another, will be essential to supporting meaningful engagement.

It is expected that all submitted writing assignments will include **direct references to course material** cited in **ASA or APA formatting**, in addition to the student's own reflections and creative contributions. When describing material from outside of the class, indicate where this information is from, using quotations for direct citations, and/or a reference that shows where you retrieved the information from. **Do not overuse direct quotations, since this will negatively impact your grade. When you do use a quotation be sure to introduce it, and explain the meaning of the passage in your own words.**

### **Course Assignments**

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Please include your name and student ID number on each document submission. Pay attention to assignment due dates and please consult assignment instructions before beginning and before submitting assignments.

Assignments must be uploaded via Moodle on or before the due date. **Marks may be deducted at a rate of 5% per calendar day for late assignments. Assignments without a negotiated extension and which are not received within 10 days of the submission date will not be accepted and will receive an automatic grade of zero.** Extensions may be granted in exceptional circumstances, upon negotiation directly with the course professor.

### **GRADING RUBRIC FOR EVALUATED WORK**

**40% = Demonstrates understanding of course material**

**20% = Shows meaningful engagement (with readings, lectures, discussions)**

**20% = Displays critical and creative thinking (takes material in new directions)**

**20% = Technical aspects (proofread for spelling, grammar, organization and flow)**

Assignment	Due Date	Value
Attendance & Participation	Ongoing	10%
Assignment 1: Media Analysis	February 18	20%
Midterm Grades Posted by March 5 <sup>th</sup> , 2021		
Assignment 2: Short Essay – Race, Gender & Identity	March 8	20%
Final Paper Proposal Presentations (Recorded & Posted Online)	March 18	20%
Final Paper	April 15	30%

### Assignment Instructions\*

**\*Additional details will be provided in-class.**

#### Participation (10%)

- **Due: Ongoing**
- All students are expected to come to class having completed the readings and prepared to engage with the material, the professor, fellow classmates and guest speakers.

#### Assignment 1: Media Analysis (20%)

- **Due: Feb. 18<sup>th</sup>**
- Identify a media story related to race and identity - the story must be at least 300 words and include a photograph and/or image.
- Analyze the story, using at least 3 of the course readings from Weeks 2-4.
- Submit a 3 page double-spaced paper, with a separate title page and reference page (Word document, Times New Roman).

#### Assignment 2: Short Essay - Gender, Race and Identity (20%)

- **Due: Mar. 8<sup>th</sup>**
- Attend the Calliste Student Voices Circle (Feb. 11<sup>th</sup>) and Lecture (Feb. 24<sup>th</sup>);
- Develop a question related to race, gender and identity;
- Examine and address that question drawing on at least 3 of the course readings from Weeks 5-7.
- Submit a 3 page double-spaced paper, with a separate title page and reference page (Word document, Times New Roman font).

### **Final Paper Proposal Presentations (20%)**

- **Due: Mar. 18<sup>th</sup>**
- Students will individually develop and share a presentation on their proposal for their final paper.
- The presentation must be orally delivered, and approximately 5-10 minutes long.
- It should present a sociological ‘problem’ related to race and identity discussed in the class, a brief summary of background information on the problem, and a description of what it means to examine this problem from a sociological perspective.
- The presentation should identify 2 course readings and 3 peer-reviewed academic articles from outside the class that will be used to examine this problem sociologically in the final paper.
- It should involve 3-5 Power Point slides with visuals.

### **Final Paper (30%)**

- **Due: Apr. 15<sup>th</sup>**
- The final paper will provide an opportunity to apply knowledge gained from the course and independent research to a sociological problem related to race and identity. In examining the problem sociologically, students should draw on at least 2 course readings and 3 peer-reviewed academic articles from outside the course.
- The paper must be at least 6 pages, double-spaced paper, with a separate title page and reference page (Word document, Times New Roman font).

### **Submission of Assignments**

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Assignments will be submitted and returned through Moodle. All the assignment drop boxes have the “Submit” icon in front of them. Click on the appropriate assignment link and click on the “upload file” button. Then click on “add” button and browse in your computer and attach the appropriate assignment. Finally click on “save changes”. **Make sure your file is in MS Word format.**

### **Statement on Equitable Learning**

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Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space – both real and virtual – that fosters and

promotes values of human dignity, equity, non-discrimination and respect for diversity.

Please feel free to talk with me about your questions or concerns about equity in our classroom or in the STFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair/Coordinator of the Department/Program or the Human Rights and Equity Advisor. The Human Rights and Equity Advisor is Megan Fogarty. Megan can be contacted by email at [mfogarty@stfx.ca](mailto:mfogarty@stfx.ca) or by telephone at 902-867-5306.

#### **‘Resources to Support Equitable Learning:**

- **Student Success Centre**, Angus L. Macdonald Library, Main Floor; Website: <http://www2.mystfx.ca/student-success/>; Email: [sscentre@stfx.ca](mailto:sscentre@stfx.ca); Telephone: 902-867-5221
- **Health and Counseling Services**, Bloomfield Centre, 3<sup>rd</sup> Floor (Room 305); Website: [https://sites.stfx.ca/health\\_and\\_counselling/](https://sites.stfx.ca/health_and_counselling/); Telephone: 902-867-2263
- **Student Advisory Services**, *Aboriginal, Black, International and LGBTQ Student Advising*; Website with links to advising and student societies: [https://sites.stfx.ca/equity/Student\\_Campus\\_Resources.html](https://sites.stfx.ca/equity/Student_Campus_Resources.html)

#### **Religious, Spiritual or Cultural Observance**

Everyone should feel welcome and encouraged to bring their full selves to the class. Please feel free to speak with me about any religious, spiritual or cultural commemorations or celebrations that you plan to observe during the term.

#### **Accessibility & Accommodations<sup>†</sup>**

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This classroom will be an anti-oppressive disability, Mad, and Deaf positive space. I recognize that accessibility should not follow a ‘one-size-fits-one’ standard, and therefore we will create our own access commitments, building on the accessibility already built into this course, during the first week of class. We will revisit these access commitments throughout the course to make sure that we are still following them, and that they still work for us.

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<sup>†</sup> This statement has been adapted from a statement created by Dr. Eliza Chandler for Ryerson University’s School of Disability Studies.

The course has been developed using ways of enacting accessibility that I find to be useful and productive. I will include visual descriptions for all visual work, including art, film, and video, before showing them in class. **If you are not able to access the course material, please let me know as soon as possible.** Although participation is graded in this course, you can participate in different ways. Please fill free to get in touch with me in advance of the course to discuss your accessibility requirements with me.

St. Francis Xavier University supports academic accommodation for students with disabilities so that they may meet the learning objectives of their courses and be given the opportunity to be fairly evaluated on their mastery of course material. The Tramble Centre for Accessible Learning welcomes students with documented disabilities and offers them a student-centered program of support. For more information about access and accommodation please see:

[http://sites.stfx.ca/accessible\\_learning/](http://sites.stfx.ca/accessible_learning/) **If you have a registered accommodation, please let me know.**

### **Self-Care**

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Due to the focus of sociological study (social relations/social order/power and inequality), students need to be aware that course related discussions may contain information that could be potentially disturbing, triggering, and unsettling. If this happens students can identify it in the class discussions and talk through it collectively as a class, and/or contact the professor after class and work with the professor to develop appropriate strategies of address. In cases of more intensely felt disquiet students can also obtain peer support (talk to a friend), seek guidance from Student Services Coordinator, or seek assistance from resources listed in the STFX academic calendar.

### **Child and Elder Care**

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Many students have care responsibilities. If care responsibilities ever come into conflict with the course schedule, please do not feel as though you need to miss a class. I understand that sometimes plans fall through and can discuss how to support your progress with you.

### **Academic Integrity**

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Academic integrity must be upheld throughout the course. The following offences will result in an automatic zero:

**1) Plagiarism** - the misrepresentation of another's ideas, words, or other work as one's own, plagiarism is a form of theft. Types of plagiarism may include: a) paraphrasing or re-arranging another's words without proper acknowledgement; b) using material from the Internet, a database, a book, a journal, or any other source without attribution.

**2) Cheating** - A more direct form of academic theft, cheating may include: a) buying, selling, or sharing papers or other assignments, or submitting them as one's own work; b) collaborating on assignments designated as individual; c) submitting to one instructor work completed for another; d) copying or using unauthorized aids during examinations; e) impersonating another or allowing oneself to be impersonated; f) illicitly obtaining, viewing, or sharing information about an assignment or an examination before it is administered.

**3) Falsification** - requesting extensions dishonestly.

**4) Tampering** - interfering with others' work, including their use of computer or other resources.

### **Copyright and Intellectual Property**

These course materials are designed for use in "Race and Identities" (SOCI/WMG5 217) at St.F.X. University and are the property of the instructor, unless otherwise stated by the instructor. Copying this material for distribution, online posting, or selling of this material to third parties without permission is subject to Canadian Copyright Law and is strictly prohibited.

## **SCHEDULE**

### **WEEK 1 (Jan. 14)**

**Welcome and Introduction to the Course.**

**No required readings, in-class exercise.**

### **WEEK 2 (Jan. 18 & 21)**

#### **Required Readings**

- Textbook: Franz Boas: "Race and Progress" (pp. 4-14)
- Textbook: Ashley Montagu: "The Concept of Race" (pp. 15-24)

### **WEEK 3 (Jan. 25 & 28)**

#### **Required Readings**



- Textbook: Michael Banton: “The Classification of Races in Europe and North America: 1700-1850” (pp. 25-35)
- Textbook: Howard Winant: “The Dark Matter: Race and Racism in the Twenty-First Century” (pp. 52-63)

#### WEEK 4 (Feb. 1 & 4)

##### Required Readings

- Textbook: Edward Said: “Latent and Manifest Orientalism” (pp. 64-84)
- Textbook: Stuart Hall: “The West and the Rest: Discourse and Power” (pp. 85-93)

#### WEEK 5 (Feb. 8 & 11)

- Textbook: Sharene Razack: “When Place Becomes Race” (pp. 113-129)
- Textbook: Kim TallBear: “Native American DNA: Tribal Belonging and the False Promise of Genetic Science” (pp.196-202)

⇒ **Guest lecture: Tara White, PhD Candidate and Regional Coordinator, Atlantic Indigenous Mentorship Network**

⇒ **FEB. 11<sup>th</sup>: Dr. Agnes Calliste Black Student Voices Circle led by DeRico Symonds, 7:00pm-8:30pm AST via Zoom (link on Moodle)**

#### FEB. 15 – NO CLASS/ STUDY DAY

#### WEEK 6 (Feb. 18)

- Moodle: Cole, D. (2020). *The skin we're in: A year of Black resistance and power* (pp.1-17). Toronto: Doubleday Press.

⇒ **FEB. 18<sup>th</sup>: ASSIGNMENT 1: MEDIA ANALYSIS**

#### WEEK 7 (Feb. 22 & 25)

##### Required Reading

- Moodle: Zellars, R. & Smolash, N. (2016). If Black women were free: Practicing transformative justice in Black communities. *Briarpatch*, 45(5), 8-12.
- Moodle: Calliste, A. (1993/1994). Race, gender and Canadian immigration policy: Blacks from the Caribbean 1900-1932. *Journal of Canadian Studies*, 28(4), 131-148.

- **FEB. 24<sup>th</sup>: Dr. Agnes Calliste African Heritage Lecture Series Presents Dr. Rachel Zellars, 7:00pm-8:30pm AST via Zoom (link on Moodle)**

## WEEK 8 (Mar. 1 & 4)

### Required Reading

- Textbook: W.E.B. DuBois: "Of Our Spiritual Strivings" (pp. 219-228)
- Moodle: DuBois, W.E.B. (1920). The souls of white folk. In *Dark water: Voices from within the veil*. New York: Harcourt, Brace & Company. Retrieved from <https://medium.com/religion-bites/the-souls-of-white-folk-by-w-e-b-du-bois-354f91ca08ef>

### Additional Resources (not required)

- Moodle: Alexander, M. (2012). The rebirth of caste. In *the new Jim Crow: Mass incarceration in the age of colorblindness* (pp. 20-58). The New Press: New York.

## WEEK 9 (Mar. 8 & 11)

### Required Reading

- Moodle: Alcoff, L. M. (2015). *The future of whiteness*. (pp. 1-38). Cambridge: Polity Press.
- **MAR. 8<sup>th</sup>: ASSIGNMENT 2: SHORT ESSAY**

### Additional Resources (not required)

- Moodle: Guess, T. (2006). The social construction of whiteness: Racism by intent, racism by consequence. *Critical Sociology*, 32(4), 650-673.
- Moodle: Chen, J.M. (2017). The contentious field of whiteness studies. *Journal for Social Thought*, 2(1), 15-27.

## WEEK 10 (Mar. 15 & 18)

### Required Reading

- Textbook: Paul Gilroy: "Identity, Belonging, and the Critique of Pure Sameness" (pp. 551-573)
- Moodle: Harling Stalker, L. & Cormack, P. (2020). A spectacle of silencing: A rural African-Canadian woman's media trial. *Cultural Sociology*, 1-22.

## WEEK 11 (Mar. 22 & 25)

### Required Reading

- Textbook: Yasmin Jiwani: “Doubling Discourses and the Veiled Other: Mediations of Race and Gender in Canadian Media” (pp. 485-502)
- Moodle: G. Massa. (2020). Black and Muslim. In R. Diverlus, S. Hudson, & S. M. Ware. (pp. 246-262). *Until we are free: Reflections on Black Lives Matter in Canada*. Regina, Sask.: University of Regina Press.

## WEEK 12 (Mar. 29)

### Required Reading

- Textbook: Karen Brodtkin: “How Jews Became White Folks and What that Says about Race in America” (pp. 574-589)
- Textbook: Kerry Ann Rockquemore: “Between Black and White: Exploring the ‘Biracial’ Experience” (pp. 590-606)
- Textbook: Allan Berube: “How Gay Stays White and What Kind of White It Stays” (pp. 623-639)

**APR. 1 – NO CLASS/ STUDY DAY**  
**APR. 5 – NO CLASS/EASTER MONDAY**

## WEEK 13 (Apr. 8)

- Moodle: Smith, M., Gamarro, K., & M. Toor. (2017). A dirty dozen: Unconscious race and gender biases in the academy. In F. Henry, E. Dua, C. James, A. Kobayashi, P. Li, H. Ramos, & M. Smith (Eds.), *The equity myth: Racialization and indigeneity at Canadian universities* (pp. 263-296). Vancouver: University of British Columbia Press.
- Video: Scholars Strike Nova Scotia: Teach-In for Black Lives (2020)
- **APR. 15<sup>th</sup>: FINAL PAPER**