

SOC 1101 FINAL STUDY GUIDE

PART 1

Understanding the sociological Imagination:

- C Wright Mills
 - The sociological imagination = developing an appreciation of how individual challenges are influenced by larger social factors.
 - How do these personal troubles due to larger social issues?
 - **Ex;** Mom gets laid off, child can't afford to play sports, all due to the company making cuts.
- Peter Berger
 - Seeing the general in the particular is the ability to look at seemingly unique events (particular) and then recognizing the larger (general) features involved.
 - Agency = idea that each of us has the ability to alter our socially constructed lives.
 - Structure = is the network of relatively stable opportunities and constraints influencing our individual behaviours.
- The origins of Sociology
 - The scientific revolution 1650-1800
 - **Auguste Comte** (father of sociology) = hard science should be applied to the social world.
 - Positivism = Theoretical approach that considers all understanding to be based on science:
 - There exists an objective knowable reality
 - Singular explanation
 - Value-free
 - (Just because you observe something a certain way doesn't mean that is what's actually happening)
- Sociology in Canada
 1. Geography and regionalism
 - Ability to survive overtime
 - Role of regionalism
 2. Political economy
 - Clement = interest in the interaction of politics, government, and the social and cultural constitution of markets, institutions, and actors.
 3. Canadian movement

- Influenced by American sociology
4. Radical nature
- Greater focus on macrosociology as well as feminist ideas

Conceptualizing Diversity:

- Celebratory approach

- Fails to address unequal power relations and histories of social exclusion, discrimination, privilege, and oppression.

- Difference approach

- Is rooted in the social construction of differences.
- Serves to keep the norms of the dominant group intact.
- Certain characteristics become valued and create **privilege**.
- Other characteristics are devalued and result in **marginalization**, thereby creating oppression.

- Anti-oppression approach

- A framework whose strategies promote equity, justice, and inclusion while challenging patterns of oppression and discrimination.
- There is no one theory of oppression nor one singular approach to anti-oppressive practice.

- Critical Social theory

- Interested in those who are oppressed.
- Critiques social structures that exploit and marginalize members of a society.
 - Goal is liberation from oppression.
 - **Reflexive lenses/filters**

- Privilege

- Benefits or advantages that are often unearned and can occur unconsciously because of social power.
- A right or benefit that only certain people have access to as a result of their membership in a dominant social group.

- Marginalization

- Process of pushing groups with less social power to the margins of society.

- Power

- The ability to do what you want even in the face of opposition.

- Oppression

- The intentional and unintentional domination of **non-dominant** groups by powerful dominant groups that occurs on individual, cultural, and structural levels in society.

- Domination

- The systematic and continuous exertion of power by dominant groups over non-dominant groups.
- Levels of oppression:
- The Personal Level
 - Negative stereotypes or prejudice towards members of a non-dominant group
 - These negatives thoughts, attitudes and behaviors can be blatant and intentional acts of aggression and/or hatred, or they can be hidden and unconscious acts of aversion or avoidance
 - Examples include bullying, harassment, graffiti, name-calling, violence, or threats of violence
- The Cultural Level
 - Involves dominant groups creating and maintaining hierarchical divisions of race class, gender, ability, etc.
 - Universalize and impose their own culture as a superior.
 - Refers to everything in the social environment learned through socialization including;
 - Cultural norms, values, beliefs, ideals, attitudes, customs, practices, and symbols
- The Structural Level
 - The ways in which oppression is institutionalized and legitimized in society.
 - Consists of society's laws, social policies, and practices, social institutions, economic and political systems
 - Favors the dominant group at the expense of the non-dominant group
- Intersectionality
- Kimberely Crenshaw
 - She discussed the intersectionality experience of black women as more powerful than the sum of their race and gender.
 - A concept to describe the ways in which various aspects of identity interconnect on multiple and often simultaneous levels.
 - Can form interlocking systems of oppression.
 - The reality that we all have multiple identities that intercept that make us who we are.
 - Intersecting axes of privilege
- Heterogeneity
- Having dissimilar characteristics
- The opposite is homogeneity

- Homogeneity
- Having the same characteristics
- Heterogeneity is part of every form of oppression and every group experiences it.
- Bullying as an oppression
- Biased-Based Bullying
 - Bullying motivated by intolerance or hatred towards others due to real or perceived aspects of their identity, such as race, ethnicity, religion, gender, sexuality, ability, age, etc.
 - Bullying students with disabilities is also a serious issue in Canadian high schools, colleges, and universities.
 - A Canadian human rights commission report (2017).
 - Found that 27% of Canadian high school, college, and university students with disabilities are being bullied because of their disability.
 - Disabilities can be learning as well.
- Cyberbullying
 - Involves the use of information and communication technologies such as the internet, social networking sites, websites, email, text messaging, and instant messaging to intimidate or harass others.
- Equality vs. Equity
- What is the difference between treating everyone equally vs. equitably?
 - If we treat people **equally**, everyone gets the same treatment regardless of individual differences
 - If we treat people **equitably**, everyone is given what they need based on their individual needs
- Stereotype
- Generalize about the behaviors and characteristics associated with members of those categories.
- Prejudice
- Is similar to stereotyping
- Involves a prejudging component
- Prejudice can be a precursor to discriminatory behavior
- Discrimination
- The unequal treatment of individuals or groups based on their characteristics or behaviors
- Involves actions or practices of dominant group members that have a harmful impact on members of a subordinate group
- Iris young and the 5 faces of oppression
- Exploitation

- The unfair use of people's time or labour without compensating them fairly
- **Marginalization**
 - An act of exclusion that forces minority groups to the fringes of society
- **Powerless**
 - When the dominant group has left the subordinate group with virtually no access to the rights and privileges that the dominant group enjoys
- **Violence**
 - Involves physical attacks, constant fear that violence will occur, or stigmatization of members of a subordinate group through harassment, ridicule, and intimidation
- **Cultural Imperialism**
 - Describes the condition when the dominant group has made their beliefs and the values the norms of a society
- **Ethnocentrism**
 - Refers to a tendency to regard one's own culture and group as the standard
 - Thus, superior, whereas all other groups are seen as inferior
- **Ableism**
 - The set of ideas and attitudes that define the 'normal' abilities people
 - Allocates inferior status and value to individuals who have developmental, emotional, physical, or psychiatric disabilities
- **Ageism**
 - Refers to the stereotyping of and prejudice against individuals or groups because of their age
 - Examples; seniors = viewed as unable to work, confused, and fragile
 - Young people = viewed as undisciplined and erratic
- **Classism**
 - The systematic oppression of subordinate classes by dominant class groups in order to gain advantage and strengthen their own positions
- **Heterosexism**
 - The belief in the natural superiority of heterosexuality as a way of life and its logical right to social dominance
- **Sexism**
 - The belief that one gender is superior to another
 - Discrimination against or the devaluation of that gender and the roles related to it

Inequality

-Social-Class and inequality

- **Social class in Canada** has several dimensions.
 - People often talk of inequality as if it were determined solely by money.

- Socio-economic status is a composite measure of social position that considers power, occupational prestige, and schooling.
- **Income in Canada**
 - Income is occupational wages or salaries, earnings from investments, and government transfer payments.
 - In 2011, the average family income was \$75900
 - Two-parent families (two-earner) have significantly higher income
 - Top 20% gets 44.3% of all income (2011)
 - Bottom 20% gets 4.8% (2011)
- **Wealth**
 - Income is only one component of wealth; the total amount of money and other assets, minus outstanding debts.
 - Distributed even less evenly than income.
 - Stocks, bonds, real estate, and other privately owned property.
 - In the US, the richest 20% of families control 89% of all wealth (2011).
- **The Upper Class**
 - **Upper-uppers**: these families possess wealth, primarily, inherited rather than earned.
 - High societies or “blue bloods,” with “old money.”
 - Less than 1% of the Canadian population.
 - **Lower-uppers**: “working rich” but excluded from high society.
 - 2-4% of the population, often with high levels of education.
 - Success stories that often fascinate us because, it has long stood as an accepted cultural goal of modern society.
 - A dual-earner family in which both wife and husband are professionals can make it into this lower-upper stratum of society.
- **The Middle Class**
 - 40-50% of Canadian population.
 - Tremendous influence on our culture (TV and media portray mainly middle class people).
 - Most commercial advertising is directed toward the middle class.
 - Encompasses far greater ethnic and racial diversity than the upper class.
 - **Upper-middles**: professionals that accumulate considerable property and virtually all people in the upper-middle class receive university educations.
 - **Average-middles**: managers, tellers, clerks, or highly skilled blue-collar jobs, accumulate some wealth and children go to local universities.
- **The Working Class**
 - About 1/3 of the population, sometimes called the lower-middle class.

- Blue-collar jobs, sometimes with little opportunity for imagination and often a high level of supervision.
- Little or no accumulation of wealth, may own their house in low-cost neighbourhoods.
- Their children have little chance of going to university.
- **The Lower Class**
 - 20% of the Canadian population with the lowest income family income makes up the lower class.
 - About 15% of the Canadian population is classified as poor.
 - **Working poor**: those whose incomes from full-time jobs or multiple part-time jobs fall short of what is required to cover the necessities of food, shelter, and clothing.
- The **under class** (do not want to evaluate themselves, sometimes do not want to be apart of society).
- **Social mobility**
 - **Upward**: with college degree or higher-paying job.
 - **Downward**: drop out of school, losing a job, business failure, or divorce.
 - **Intragenerational Mobility**: change in social position during one person's lifetime.
 - **Intergenerational Mobility**: upward or downward social mobility of children in relation to their parents.
- **Poverty**
 - **Relative poverty**: which by definitions universal and inevitable) refers to the deprivation of some people in relation to those who have more.
 - **Absolute poverty**: deprivation of resources that is life-threatening.

Gender

- **Sex and gender**
 - **Sex**
 - Biologically rooted; describes our physical bodies whereby distinguish between male and female.
 - Characterized as diametrical opposites "opposite sex"
 - **Gender**
 - Socially constructed characteristics associated with girls and boys, men and women.
 - "Masculine" and "feminine" feelings, attitudes, and behaviours that are typically associated with being male or female.
- **Gender identity and gender roles**
 - **Gender identity**

- A person's identification with (sense of belonging to) a particular sex-biologically, psychologically, and socially.
- **Gender role**
 - When you behave according to widely shared expectations about how male or females are “supposed” to act, you adopt a gender role.
- **Intersexed individuals**
 - Born with ambiguous genitalia.
 - How do we decide who is male and who is female?
- **Transgender and Transsexual individuals**
 - **Transgender** has been used as an umbrella term for those who do not fit into normative constructions of sex and gender.
 - **Transsexual** used to encompass those who undergo sex reassignment (realignment) surgery.
 - Estimated that between .03 and 1.7 percent of people lie somewhere between male and female as traditionally understood.
- **Masculinity and femininity**
 - Culturally dominant forms of masculinity and femininity
 - **Hegemonic masculinity** (Connell, 1987)
 - Ideal of masculinity that men are supposed to strive and achieve
 - Derives from Gramsci
 - Requires men to be successful, capable, and reliable
 - Irrevocably tied to heterosexuality
 - **Emphasized Femininity** (Connell, 1987)
 - Based on women’s compliance with their subordination to men
 - Requires women to be supportive, enthusiastic, and sexually attractive
 - Disney's portrayal of masculinity and femininity.
- **Gender theories**
 - **Essentialism**
 - A school of thought that views gender differences as a reflection of biological differences between women and men.
 - **Social constructionism**
 - A school of thought that views gender differences as a reflection of the different social positions occupied by women and men.
 - Main criticisms of essentialism:
 1. Ignores the historical and cultural variability of gender and sexuality.
 2. Tends to generalize from the average, ignoring variations within gender groups.

3. Little or no direct evidence directly supports the essentialists major claims.
 4. Explanations for gender differences ignore the role of power.
- **Conflict Theory**
 - The root of male domination is found in class inequality.
 - Men gained control over economic surplus-needed to ensure their offspring would inherit.
 - They imposed the rule that only men could own property.
 - Utilizing socialization and force, they ensured that women remained sexually faithful.
 - **Feminist Theory**
 - Argues that male domination is rooted in:
 - Patriarchal authority relations
 - Family structures
 - Patterns of socialization and culture that exist in most societies
 - **Liberal feminism**: learned gender roles and denial of opportunities to women.
 - **Socialist feminism**: women's relationship to the economy.
 - **Radical feminism**: patriarchy-male domination and the norms justifying that domination.

PART 2

Sex and Sexuality

- **Sexuality includes:**
 - Sexual orientation (who you are attracted to)
 - Sexual identity (pansexual, straight, heteroflexible)
 - Sex acts (kissing, oral)
 - Sexual relationships (polyamory, monogamy, infidelity, age of consent)
 - Commodification of sex (sex trade, pornography)
- **Sexual orientation**
- **Heterosexuality**
 - Attracted to and/or engage in sexual activities with members of the opposite sex
 - Social organization of heterosexuality vary across time and location
 - In western societies tends to be organized around marriage or long-term relationships and monogamy

- Enjoy social privilege
- **Homosexuality**
 - Attracted to members of the same sex
 - Historically, 'closeted' and subjected to systemic oppression
 - Homophobia is an irrational fear or hatred of homosexuals
- **Bisexuality**
 - Attracted to both men and women
 - May shift between heterosexual and homosexual relationships over their lives
 - Challenges the notion that heterosexuality and homosexuality are mutually exclusive and oppositional categories
- **Pansexuality**
 - Romantic sexual desire for people regardless of their gender identity or biological sex
- **Sexual relationships**
- **Monogamy**
 - Coupling of two people, excluding the intimate involvement of others
- **Serial monogamy**
 - Succession of monogamous partnerships tend to have series of short-term relationships, one after another
- **Non-monogamy**
 - Sexual interactions with more than one person during a given period, or any sexual relationships involving more than two people
- **Polyamory**
 - Mutually acknowledged emotional, sexual or romantic connections with multiple partners, some pursue group marriage
- **Functionalism**
 - What functions does prostitutes provide?
- **Marxian theory**
 - Interested in how various aspects linked to our sexualities become commodified
 - Narrowing of the range of sexual possibilities
- **Symbolic interactionism**
 - Interested in the social meanings such as sexual scripts

- **Queer theory**
 - 1980s, challenges heterosexisms and deconstructs normals, denies existence of stable sexual orientations, labels don't capture fluidity and variability of peoples identities and experiences
- **#MeToo Movement & Critiques**
 - Lack of due process, network that enables this? revictimization, lack of intersectionality

Race and Ethnicity

- **Cultural appropriation**
 - Adoption of elements of a minority culture by member of the dominant culture
- **Indigenous peoples in Canada**
 - Despite impressive strides, remain at higher risk for illness and die younger than the Canadian population as a whole
 - Inadequate housing and food
 - 1 in 4 earns less than \$10.00 per hour
 - Account for 3.8% of the population
 - Fastest growing segment of Canadian population
- **Racism**
 - Belief that one racial category is innately superior or inferior to another
- **Race**
 - Socially constructed category used to classify humankind based on physical traits
- **Ethnicity**
 - Shared cultural heritage (language, food, traditions)
- **Ecological fallacy**
 - Drawing conclusions about the individual attributes from data gathered from an entire group
- **Exception fallacy**
 - Drawing conclusions about an entire group based on observations of individuals
- **Old fashioned racism** = negative racial stereotypes and open racial inequality

- **Modern racism** = hidden racial prejudice under conditions in which accusations of racism may be avoided
- **Relationships between dominant groups and minority groups**
 - **Assimilation**
 - Voluntary (Ex; immigration)
 - People apply to come to the country
 - Involuntary (Ex; colonization)
 - Residential schools making kids dress, act, and be different from their culture
 - **Pluralism**
 - Cultural differences are celebrated and maintained
 - Ex; Switzerland
 - Canada ≥ multiculturalism
 - As a principle, supported by most Canadians, everyone gets along
 - As a policy, multiculturalism act
 - **Segregation**
 - Separates minority groups from the dominant group
 - Ex; southern USA prior to the civil rights movement in the mid 20th century
 - Ex; **anti-miscegenation laws**
 - **Population Transfer**
 - Expels a minority group from a country or limit its location
 - Acadians
 - Indigenous reserve system
 - First world war ≥ Ukrainian-Canadian internment camps
 - Second world war ≥ Japanese and Italian internment camps
- **Genocide is the 5th**
 - Ethnic cleansing
 - Complete and systematic destruction of a race, culture, or ethnicity, it is planned
- **Institutional and systemic discrimination**
 - May be intentional or unintentional
 - Can occur at the level of government
 - Ex; involuntary assimilation, segregation, population transfer
 - Ex; Chinese head tax exclusion act
- **Social psychological theories**

- Some people have **authoritarian personalities**, which are associated with higher levels of prejudice
- When frustrated, we direct attention at **scapegoats**
 - Ex; someone may blame their own unemployment on immigration
- Competition over scarce resources creates prejudice
 - Ex; during economic recessions, large-scale anti-immigrant sentiment increases
- **Interactionist theories**
 - Significant others, the generalized other, and the looking-glass self contribute to our understandings of ethnicity and group relationships
 - Framing of ethnicity in media
- **Conflict theories**
 - Groups in power have a vested interest in maintaining prejudice
 - If powerless groups are fighting amongst themselves, they will not join together to fight against the larger structure of power in society
 - Dual/split labor market theory
- **Critical race theory**
 - Racialization is not limited to the prejudice of some individuals
 - Racialization permeates economic, cultural, ideological, political, and psychological fears

Immigration

- **Traditionally immigrant-receiving society**
 - Canada was not considered an ideal country for immigrants by early settlers
 - Farming conditions were bleak, disease and hunger were constant
 - Canada was primarily composed of immigrants and descendants of immigrants, 90% of those born Canadian can trace back to immigrants
- **“White Canada” immigration policies**
 - The first immigration act of 1869 created a European nation in Canada
 - Bringing in farmers and agricultural laborers from Great Britain, the United States, and Northern Europe
 - Predominantly white individuals' successful farmer
 - The immigration act of 1919 included new restrictions on individuals who were or had been enemy foreigners

- New interest in admitting British migrants
 - The period of the great depression
 - Great restrictions and mass deportation of non-European (and a few European migrants)
 - Viewed as a threat to employment opportunities, political stability
- **Economic class** = skilled workers, business migrants, live in caregivers
- **Family class** = mainly for reunification of family members with the economic migrants in Canada
- **Refugee class**
- **Separation** = immigrants have a strong attachment to their home country and cultural identity, little engagement with Canadian society, feeling exploitation and marginalization
- **Marginalization** = immigrants who no longer actively participate in either the receiving society or their country of origin
- **Segmented assimilation** = the assimilation of immigrants and their offspring into different segments or parts of society which are defined along ethno-cultural background and class
- **Assimilation** = the complete cultural engagement by immigrants with the receiving society while detaching from their own cultural heritage
- **Integration** = immigrants being actively engaged with both the culture of other receiving society and their own culture

Multiculturalism

- **The formative stage of multiculturalism: pluralism**
 - The formula that gradually emerged
 - Multiculturalism within a bilingual framework
 - Was a bargain to ensure white ethnic support for the more urgent task of accommodating Quebec
 - Period between 1971-1985 considered the formative stage of multiculturalism
 - Cultural pluralism is the very essence of Canadian identity
 - **Expansionism**
 - A country's practice or policy of getting bigger, usually in terms of territory or currency
 - **Employment equity act**

- Law that requires employers in Canada to eliminate barriers to and increase the hiring of
 - Women, people with disabilities, indigenous people, and visible minorities
- The expansionist stage
 - After the formative stage, Canada entered the expansionist or institutionalized stage of official multiculturalism
 - Multiculturalism was formally recognized and institutionalized as law in 1998: the Canadian multiculturalism act
 - The act recognized the changing nature of Canadian demographics and placed special emphasis on eliminating the growing tensions and subsequent social exclusion of new visible minorities
 - The employment equity act (1986) addressed the barriers faced by women, indigenous people persons with disabilities, and members of visible minorities
 - The legislation insist that we accommodate differences in society
 - In 1996 the heritage department reviewed multicultural policy and made a push for hiring quotas
 - There was intense backlash and cries of reverse-discrimination
 - This period saw the lowest satisfaction with multiculturalism since its inception
- The architecture of multiculturalism
 - Canadian immigration that preceded multiculturalism was known as Anglo-or-Franco-conformity
 - Immigrants
 - Expected to conform to dominant British-or French-based culture as opposed to retaining their own
 - Leading up to ww2
 - English speaking Canada had no identity crisis
 - Canada was a British outpost and proud of it
 - The only acceptable 'ethnic' affiliation was to England and to a lesser degree, France
 - All other ethnic identities were to be purged, and new immigrants were encouraged to assimilate
 - The final 'case' of undesirables consisted of all visible minorities
 - Section 38 of the immigration act of 1910

- Federal government had the right to forbid entry “of immigrants belonging to any race deemed unsuited to the climate or requirements of Canada”
- All other ethnic identities were to be purged, and new immigrants were encouraged to assimilate – the sooner the better
- The immigration policies discouraged large numbers of visible minorities
 - Non-Caucasian-unless they were needed as cheap labor
 - Ex; building of the Canadian Pacific Railway
- Central and eastern Europeans were considered acceptable
 - But only in limited numbers and capacity-namely, as agricultural and domestic workers
- By the 1960s
 - The federal government introduced the idea of the non-racist points system
 - Allowed immigration from non-European countries to increase
 - This changed the demographics of Canada
 - Decades passed before the ideology caught up
- The progressive dilemma
 - The tension between diversity and solidarity has been termed the ‘progressives dilemma’
 - Many progressives fear that they face a tradeoff between support for multiculturalism on one hand and support for economic redistribution on the other
 - Traditionally seen as a conservative issue, doubts are also emerging from the left and center-left, which increasingly fear that multiculturalism makes it more difficult to advance the economic agenda

PART 3

Indigenous People

- Relationships with:
 - Government/Economy = income differences between indigenous and non-indigenous; income polarity

- **Health** = illness is caused by poverty, high death rates between ages 15-44, deaths include; diseases, violence, unemployment, poor nutrition, injuries, suicide
- **Religion** = majority are catholics, 17% non-religious
- **Justice and the law** = anglo-canadian law, disproportionate number of charges against indigenous people, most likely to get longer sentences and less chances for parole
- **Gender Issues in Indigenous Life**
 - The position of women in traditional pre-contact indigenous societies
 - The impact of the Indian Act, christianity, and a patriarchal settler society negatively affected the status of women
 - Indigenous women in particular were unfairly defined through negative stereotypes
 - Indigenous women's education, employment, and economic impoverishment
- **Colonization Model**
 - Through the process of colonization the indigenous became marginalized and subordinated
 - The 7 stages of the colonization process:
 1. Geographical occupancy
 1. Destruction of the indigenous social, political, and cultural structures
 1. External political control, ex; appointment of colonial representatives such as AAND
 1. Creating economic dependence and a culture of poverty
 1. Provision of low-quality social services, such as health care and education
 1. Development of racist attitudes and establishment of a 'color line'
 1. Transformation of racist attitudes to 'structural' or 'systemic' racism
- **Post-Colonization Relations**
 - The underlying Euro-Canadian worldview was inherited from the British
 - 'Epistemological Diffusionism", a philosophy that argued that colonialism brings civilization, innovation, and positive change
 - This same philosophy guided much of Indigenous administration well into the 20th century
- **Residential Schools**

- As part of the government's objective to "civilize" Indigenous peoples, the government created residential schools
- Removing children from their families while they were untrained would allow them to learn the values of a new culture
- Starting in 1883, residential schools were built with churches' assistance in every province except New Brunswick, PEI, and Newfoundland
- In 1920
- Mandatory attendance at residential schools
- Children had to attend until they were 18 but could not attain higher than a grade 8 education
- Religious studies took most of the morning, and chores took much of the afternoon
- Goal to assimilate into mainstream society
- Boys were taught farm work, shoe-making, or other manual/skilled trades
- Girls were taught sewing, bread-baking and household tasks
- 60s Scoop
 - Thousands of children "scooped" from their homes and put up for adoption
 - Often without consent of their families and bands
 - Records show that between 1960 and 1990 11,132 Status Indian Children were adopted, 70% of them to non-Aboriginal families
- The Oka Crisis of 1990
 - No other conflict has brought the complexity of both comprehensive claims and specific claims into focus than the 78-day Oka standoff
 - Mohawk claims were argued on a number of grounds
 - They had territorial sovereignty as a sovereign nation
 - They had existing treaty rights
- Racial profiling
- Racial vs. Criminal Profiling
 - Racial profiling is based on stereotypical assumptions because of one's race, ethnicity or other visible variable
 - Criminal profiling, on the other hand, relies on actual behavior or on information about suspected activity by someone who meets the description of a specific individual
- Traffic stop data

- Problems

- Researchers need a clear baseline in order to interpret traffic stop data
- When does data show discrimination or lack of it?

- Police shootings in Toronto

- 19 black people killed in encounters with Toronto police account for 36.5% of the fatalities, despite the fact that black people make up just 8.3% of the city's population during these times, according to the data
- 14 Caucasian people killed in encounters with Toronto police between 2000 and 2017, while 11 victims are listed as having 'unknown' racial background
- Nationally, Caucasian victims, at 45.7% far outnumber other racial groups. Across the country, 9.5% (44) of victims were black
- Over 27 years and 52 incidents, just seven Toronto police officers have faced charges after being involved in the death of a civilian
- Only one was found guilty

- Film = the sterilization of Leilani Muir

- The eugenics movement in Canada
- The sexual sterilization act of Alberta
- The Alberta Eugenics Board

Articles

- [Collins and Chepp, 2017](#)

- Systems of power
- Patricia Hill Collins, Kimberley Crenshaw
- Intersectionality
- Methodological approaches: anti-categorical, inter-categorical, intra-categorical
- Challenges to intersectionality

- [Godley, 2018](#)

- What is Discrimination?
- Anti-discrimination policies in Canada
- Overt/Obvious discrimination, Subtle discrimination
- Scope of discrimination in Canada
- Trends/Patterns of discrimination in Canada

- [Link et al., 2014](#)

- Stigma and its main components
- Six dimensions of understanding stigma
- Labelling theory

- [Coston and Kimmel, 2012](#)

- Sites of Privilege (race, gender, class, etc.)
- Social norms and reproduction of social categories
- Compulsory heterosexuality
- Types of privilege: Gender, Able-body, Heteronormativity

- Goffman's three strategies for responding to stigma: Minstrelization, normification, militant chauvinism
- Masculinity: Hegemonic masculinity, Emasculation, Hypermasculinity, Effeminacy, Gender norms
- [Horseman and Cormack, 2018](#)
- Meaningful meaninglessness
- University self vs. future self
- University campus culture
- Ostracism, stigmatization, social isolation
- Sexual double standard
- [Peggy mcintosh, 1989](#)
- Indicators of white privilege, subtle racism, racism in academia
- [Statistics Canada, 2017](#)
- History of immigration in canada historical immigration trends and influences
- Source countries of immigrants
- Landed immigrants, permanent residents, refugees, first-generation foreign-born canadians
- [Wong and Guo, 2015](#)
- Multiculturalism in canada
- Multiculturalism policy: the laurendeau-dunton commission (B and B commission), multiculturalism act
- Dimensions of multiculturalism; empirical, ideology, practice, critique, state policy
- Critiques of multiculturalism
- [Comack, 2012](#)
- Racialization, racial profiling, racialized policing in ontario, ontario's criminal justice system
- The commission on systemic racism
- The examples of significant legal cases; toronto star reports

Chapters to Read

- [1-11 \(not 10\)](#)