



UNIVERSITY OF  
CALGARY

Department of Sociology

**SOCI 375 L01**

**Sociology of Ethnicity and Racialization**

Spring 2017

<b>Instructor:</b> Dr. Anya Litviniuc <b>Lecture:</b> Monday 9:00 – 11:45 Wednesday 9:00 – 11:45 <b>Location:</b> AD 140	<b>Email:</b> <a href="mailto:alitvini@ucalgary.ca">alitvini@ucalgary.ca</a> <b>Office Hours:</b> Monday 12:15 – 13:15 Wednesday 12:15 – 13:15 <b>Office:</b> SS 903
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### **Course Description and Objectives**

The course sets out to examine critically the origins and spatial-historical trajectories of the concepts of 'race' and ethnicity; provide an overview of classical and contemporary theories of 'race' and ethnicity; elucidate how racialization and ethnic politics affect social, political, economic and cultural individual and group outcomes and compare state policies of diversity management in the Global North. The empirical focus on the Global North is explained by the current claim that the 'West' has largely achieved equality and reached a post-racial era.

By the end of the course, students should be able to:

- critically analyze the social-economic and political forces which have historically shaped, maintained and challenged racial and ethnic identities;
- identify ways in which racialization and ethnic politics presently affect individual and group outcomes and equality;
- identify the processes and strategies through which ethno-racial and cultural-religious domination is reified, aggravated and challenged;
- discuss critically theories of racialization and ethnicity;
- evaluate state policies pertaining to 'race' and ethnic relations;
- understand the sources of personal perceptions, opinions and judgements related to racialization and ethnicity;
- see the relevance of Sociology of Racialization and Ethnic Relations for everyday life;
- enhance their sensitivity to ethical issues.

## Course Materials

There is no required textbook for the course. Instead academic articles and book chapters available online through the university library are assigned as pre-class readings. Please make sure that you complete the readings before the class as this will facilitate your understanding of the lecture and participation in in-class activities. The readings will be tested by the post-class assignments that are expected to reflect your familiarity with the assigned readings. Since the course schedule leaves you only limited time between the Monday and Wednesday classes, I strongly recommend completing all the weekly readings during the previous week (i.e., completing the readings for Monday and Wednesday before the Monday class).

## Teaching Methods and Classroom Rules

This course is envisaged as a collaborative learning experience that will give you a chance to develop your understanding of the topics and enhance your skills in interaction with the instructor and peers. Therefore, your active participation is encouraged: please take responsibility of your learning by suggesting topics for discussion and learning activities, volunteering your opinion in class and engaging deeply with the material during in-class and after-class assignments. Since the course deals with sensitive material, please share your opinion and interact with your peers in a respectful manner.

**Attendance:** The lectures will provide an overview of the research not reflected in your assigned readings and will involve individual and group activities that count towards your final grade. Therefore, you are encouraged to attend all classes, follow the postings on D2L and complete assignments in a timely manner. If you miss classes, you will have to obtain lecture notes from your peers: unfortunately, I will not be able to provide notes for you.

**Laptop Use:** You are encouraged to make an informed decision on the laptop use in class. Some research findings suggest that in-class laptop use can harm students' performance (<https://www.timeshighereducation.com/news/using-laptops-in-class-harms-academic-performance-study-warns>). If you decide to use a laptop in class, please refrain from distracting others by your laptop activity not related to the class.

**Late arrival:** Please try to arrive on time so as not to distract the instructor and your peers. If you arrive late, please quietly take a seat at the back of the classroom.

## Contacting the Instructor

I can be reached by email at [alitvini@ucalgary.ca](mailto:alitvini@ucalgary.ca). I will respond to all emails sent from a UofC account, containing the course information in the subject line and following a proper email format within 24 hours, excepting weekends. Please consult the course outline before emailing. If you have multiple questions that require a lengthy reply, please attend office hours on Monday or Wednesday 12:30 – 13:30 in SS 903.

## Methods of Assessment

Method of Assessment	Weight	Date
Post-class Assignments	50%	After each class
Group Presentation	20%	Lesson 9
Midterm 1	15%	Lesson 5
Midterm 2	15%	Lesson 10

**Post-class Assignments:** After each class, you will be asked to complete a written assignment representing your critical reflection on the assigned reading, lecture material, in-class activities and life experiences. The assignments will include a photo essay, a conceptual map, a typology, self-observation, brief media analysis, a problem-based task, etc. and will involve short answers rather than lengthy essays. It is important that your assignments reflect your readings and lecture material: unsubstantiated responses will not get marks. You will submit the post-class assignments via D2L by Monday of the next week. Thus, the first batch of post-class assignments is due by 9 a.m. on Monday 22, 2017. Late submissions will not be accepted.

**Group Presentation:** Working in groups, you will prepare a brief presentation (7-10 minutes) on a topic announced in class. You will be evaluated by the instructor and your peers. More information will be available on D2L closer to the date of the assignment.

**Midterms:** Two 50-minute midterms will evaluate your understanding of the concepts and theories developed through readings, lectures, in-class and post-class assignments. The midterms will include multiple-choice, true/false, matching, fill-in-the-blanks and short answer questions.

## Handing in Assignments

The main Sociology Department office does not deal with any course-related matters: please speak directly to your instructor. Final grades are not posted by the Sociology Department: they are only available online.

**Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

## Deferrals

Deferrals will only be allowed in case of illness, domestic affliction or religious conviction. All deferral requests due to health reasons must be accompanied by written documentation as outlined in the University Calendar. Travel arrangements, misreading the syllabus and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. If you have missed a midterm/assignment for a legitimate reason, you may have to write a “make up” test at the time scheduled at the convenience of the Department of Sociology.

## Grading Scale

Grade	Percent range	Grade Point	Description
A+	96 - 100%	4.0	Outstanding
A	90 – 95%	4.0	Excellent
A-	85 – 89%	3.7	
B+	80 – 84%	3.3	Good
B	75 – 79%	3.0	
B-	70 – 74%	2.7	
C+	67 – 69%	2.3	Satisfactory
C	63 – 66%	2.0	
C-	59 – 62%	1.7	
D+	55 – 58%	1.3	
D	50 – 54%	1.0	Minimal pass
F	<50%	0	Unsatisfactory

## Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will re-evaluate the assignment and book a time with the student to discuss their work. A re-assessed grade may be raised, lowered or remain the same.

## Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on plagiarism, cheating and other academic misconduct:  
<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>.

## Ethics Research

Students are advised that any research with human subjects, including any interviewing of friends and family, opinion polling or unobtrusive observation must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

## **Student Representation**

The 2016 – 7 Students’ Union VP Academic is Alicia Lunz: email: [suvpaca@ucalgary.ca](mailto:suypaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca), [arts2@ucalgary.ca](mailto:arts2@ucalgary.ca), [arts3@ucalgary.ca](mailto:arts3@ucalgary.ca), and [arts4@ucalgary.ca](mailto:arts4@ucalgary.ca).

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>.

## **Emergency Evacuations**

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Social Science – Food Court. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

## **Safewalk**

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

## **Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

## Tentative Class Schedule

PLEASE BE ADVISED THAT THE SCHEDULE MIGHT CHANGE.

CHANGES WILL BE ANNOUNCED IN CLASS, CONFIRMED BY EMAIL AND POSTED ON D2L.

Lesson	Date	Topic
1	15 May	Course introduction. Identity: the Self and the Other. Prejudice. Stereotypes. Discrimination.
2	17 May	The origins of racialization: capitalism, imperialism, colonialism.
<p><b>READINGS</b></p> <p>Miles, R. and Brown, M. (2003). Representations of the Other. In R. Miles, and M. Brown, (Eds.), <i>Racism</i> (p. 19 – 39). London: Taylor and Francis. URL: <a href="http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=182441">http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=182441</a>.</p>		
3	24 May	The concept of race. Sociological thinking and theories of racialization.
<p><b>READINGS</b></p> <p>Banton, M. (1987). The classification of races in Europe and North America: 1700-1850. <i>International Social Science Journal</i>, 39(111), 45 - 60. URL: <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=5637557&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=5637557&amp;site=ehost-live</a>.</p> <p>Smedley, A. S. and Smedley, B. D. (2011). Antecedents of the racial worldview. In A. S. Smedley and B. D. Smedley, <i>Race in North America: origin and evolution of a worldview</i> (pp. 41 – 71). (4th ed.). New York: Westview Press. URL: <a href="http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=729244">http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=729244</a>.</p> <p>Warren, J. W. and Twine, F. W. (1997). White Americans, the New Minority?: Non-Blacks and the Ever-Expanding Boundaries of Whiteness. <i>Journal of Black Studies</i>, 28(2), 200 – 221. DOI: 10.1177/002193479702800204.</p> <p>Winant, H. (2000). Race and race theory. <i>Annual Review of Sociology</i>, 26, 169-185. URL: <a href="http://www.jstor.org/stable/223441">http://www.jstor.org/stable/223441</a>.</p>		

4	29 May	Racism. Typologies and forms of racisms.
<b>READINGS</b>		
<p>Coates, R. D. (2011) Covert racism: Theory, types and examples. In R. D. Coates and J. Morrison (Eds.), <i>Covert Racism</i> (pp. 121 – 139). URL: <a href="http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=737685">http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=737685</a>.</p> <p>DiAngelo, R. (2011). White fragility. <i>International Journal of Critical Pedagogy</i>, 3(3), 54 – 70. URL: <a href="http://libjournal.uncg.edu/ijcp/article/download/249/116">libjournal.uncg.edu/ijcp/article/download/249/116</a>.</p>		
5	31 May	<b>Mid-term.</b> The concept of ethnicity.
<b>READINGS</b>		
<p>Pieterse, J. N. (1997). Deconstructing/Reconstructing ethnicity. <i>Nations and Nationalism</i> 3(3), 365 – 395. DOI: <a href="https://doi.org/10.1111/j.1354-5078.1997.00365.x">10.1111/j.1354-5078.1997.00365.x</a>.</p>		
6	05 June	Sociological thinking and theories of ethnicity.
<b>READINGS</b>		
<p>Jiménez, T. R. (2010). Affiliative ethnic identity: a more elastic link between ethnic ancestry and culture. <i>Ethnic and Racial Studies</i>, 33(10), 1756 – 1775. DOI: <a href="http://dx.doi.org/10.1080/01419871003678551">http://dx.doi.org/10.1080/01419871003678551</a>.</p> <p>Malešević, S. (2010). Ethnicity in time and space: A conceptual analysis. <i>Critical Sociology</i>, 37(1), 67 – 82. DOI: <a href="https://doi.org/10.1177/0896920510378763">10.1177/0896920510378763</a>.</p>		
7	07 June	Ethnic markers: language, culture and religion.
<b>READINGS</b>		
<p>Safran, W. (2008), Language, ethnicity and religion: a complex and persistent linkage. <i>Nations and Nationalism</i>, 14(1), 171–190. DOI:10.1111/j.1469-8129.2008.00323.x.</p> <p>Selod, S. and Embrick, D. G. (2013). Racialization and Muslims: Situating the Muslim experience in race scholarship. <i>Sociology Compass</i>, 7(8), 644 –655. DOI:10.1111/soc4.12057.</p>		
8	12 June	Intersectionality.

9	14 June	<b>Presentations.</b>
10	19 June	<b>Midterm.</b> The nation state. Citizenship. National Identity. Immigration systems.
<b>READINGS</b>		
<p>Barbero, I. (2016). Citizenship, identity and otherness: The orientalised of immigrants in the contemporary Spanish legal regime. <i>International Journal of Law in Context</i>, 12(3), 361-376. DOI:10.1017/S1744552316000252.</p> <p>Beaman, J. (2016). Citizenship as cultural: Towards a theory of cultural citizenship. <i>Sociology Compass</i>, 10: 849–857. DOI: <a href="https://doi.org/10.1111/soc4.12415">10.1111/soc4.12415</a>.</p>		
11	21 June	State policies of diversity management: exclusion. Nationalism. Nativism. Apartheid. Genocide.
<b>READINGS</b>		
<p>Lippard, C. D. (2011). Racist nativism in the 21st century. <i>Sociology Compass</i>, 5(7), 591 – 606. DOI:10.1111/j.1751-9020.2011.00387.x.</p> <p>Resnik, J. (2010). Integration without assimilation? Ethno-nationalism in Israel and universal laïcité in France. <i>International Studies in Sociology of Education</i>, 20(3), 201 – 224. DOI: <a href="http://dx.doi.org/10.1080/09620214.2010.516108">http://dx.doi.org/10.1080/09620214.2010.516108</a>.</p>		
12	26 June	State policies of diversity management: inclusion. Multiculturalism. Interculturalism.
<b>READINGS</b>		
<p>Meer, M., Mouritsen, P., Faas, D. and de Witte, N. (2015). Examining ‘postmulticultural’ and civic turns in the Netherlands, Britain, Germany, and Denmark. <i>American Behavioral Scientist</i>, 59(6), 702 – 726. DOI: <a href="https://doi.org/10.1177/0002764214566496">10.1177/0002764214566496</a>.</p> <p>Simpson, J. S., James, C. E. and Mack, J. (2011). Multiculturalism, colonialism, and racialization: Conceptual starting points. <i>Review of Education, Pedagogy, and Cultural Studies</i>, 33(4), 285 – 305. DOI: <a href="http://dx.doi.org/10.1080/10714413.2011.597637">http://dx.doi.org/10.1080/10714413.2011.597637</a>.</p>		