**Summer 2021**
FACULTY OF ARTS
Department of Sociology
**Department of Sociology Website: https://soci.ucalgary.ca/**

| COURSE TITLE: The Sociology of Ethnicity and Racialization | | | |
|---|---|---|---|
| **Course Number** | SOCI 375 | | |
| **Pre/Co-Requisites** | SOCI 201 | | |
| **Instructor Name** | Carieta Thomas | **Email** | carieta.thomas1@ucalgary.ca |
| **Instructor Email Policy** | Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining to assignments or exams. If you have a course-related question, please check the course outline first. Please do not use e-mail as a replacement for a meeting, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with during my office hours. | | |
| **Office Location** | N/A | **Office Hours** | By appointment |
| **Telephone No.** | N/A | | |
| **TA Name** | Evangelina Natynczyk | **TA Email** | evangelina.natynczyk@ucalgary.ca |
| **TA Office Location** | N/A | **TA Office Hours** | By appointment |
| **Class Dates** | Monday June 28th , 2021 – Wednesday August 11th, 2021 | | |
| **Class Times** | Hybrid—meeting on Wednesdays from 10:00am – 11:30am | | |
| **Class Location** | Online | | |

## Course Description

Ethnicity and race are two of the defining and divisive features of society today. This course will provide a sociological understanding of how ethnicity and race shape our identities, experiences, and outcomes. The course will explore the historical, economic, political, and social factors shaping and being shaped by ethnicity and race. We will begin by looking at the key definitions, concepts, and theories of ethnicity and race. We will then utilize these concepts to understand and discuss experiences of ethnicity and race in institutions and everyday practices, ending with an introduction to "new racism" in contemporary society.

## Course Objectives/Learning Outcomes

- Understand how the social constructs of ethnicity and race shape identities and life experiences
- Apply sociological theoretical concepts to explain real-life experiences with ethnicity and race
- Understand the link between ethnicity/race at the individual and institutional levels
- Critically evaluate the social construction of social practices
- Communicate sociological knowledge in a concise and clear manner in writing or discussions

## Course Format

This course is a hybrid course. Meaning, some parts of learning will take place asynchronously on your own and others will be conducted synchronously via Zoom. A schedule of required readings, videos to watch, and/or podcasts to listen to for each week is included at the end of the course outline and will be posted to D2L. On or before each Monday of class, a video lecture will also be posted to D2L. It is your responsibility to watch the lecture as well as do the required reading/watching/listening for the week.

On Wednesday of each week, unless otherwise stated in the schedule, we will meet for a discussion session from 10:00am to 11:30pm. The discussion session will include in/class activities, opportunities to ask clarifying questions, and a writing tutorial. During three of the sessions, you will participate in structured reading groups, which will make up 15% of your final grade in the class. Students are strongly encouraged, but not required to turn on their video to foster engagement and participation. See below for further details on the structured readings groups and dates.

## Learning Resources

There is no required textbook for this course. Links to required readings, videos, and podcasts will be included in the **schedule of readings provided on D2L.**

**Recommended text (available for purchase in the bookstore):**

Golash-Boza, T.M. (2018). *Race and Racisms: A Critical Approach*. Oxford, UK: Oxford University Press.

## Learning Technologies and Requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

## Methods of Assessment and Grading Weights

Assessment of learning outcomes will take place through a variety of methods. Below are the assessment components and required assignments and the percent value of each assignment for determining your course grade.

| Assessment Component/Assignment | Due Date | Weight |
|---|---|---|
| Structured Reading Groups (3) | July 27 at 12:00pm<br>August 3 at 12:00pm<br>August 10 at 12:00pm | 15% |
| Implicit Association Assignment | July 14 at 11:59pm | 20% |
| Midterm Exam | July 20 at 10:00am | 30% |
| Final Paper: Race & the Media | August 17 at 11:59pm | 35% |

**Structured Reading Groups (3 worth 5% each) 15%:**

Structured Reading Groups will occur at three times in the semester. Each student will be randomly assigned to a group of five people for the semester. There are five assigned roles for the structured reading groups, the instructor will be pre-assign each student to a role for each of the sessions. Students will have a different role for each session.

**Roles:**

**1.) Passage Master**

Finds and highlights a minimum of **3 crucial passages** (quotes) from the assigned reading/video/podcast, along with a rationale for why each chosen passage was deemed important (i.e., does it summarize main points? Highlight key areas of impact or tension?). The Passage Master brings to the conversation elements from the reading/video/podcast that they think deserves to be underscored and/or debated in detail. Please post your passages/quotes to D2L 24 hours before class (Tuesday by 12 pm).

2.) **Creative Connector**

Provides at least **3 examples** of a "creative connection" to the readings/video/podcast and explains the reasons for that connection. This explicitly connects new ideas from the reading/videos/podcast to something else already in the student's knowledge base; this could be a social, cultural, political, or economic ideas. It could be from other courses, literature, news, pop culture, Netflix, whatever. You can also provide a personal connection if appropriate. Please post your creative connection to D2L on Tuesday by 12 pm.

3.) **"Devil's Advocate"**

Acts as a critic. Develops **3 questions** that challenge or poke holes in the main theories, ideas, and examples from the readings/videos/podcasts. Is there another side to the story? Are competing interests presented fairly? What questions are left unanswered? What are some differing ideas or competing theories? Whose voices or experiences are not included? How does this stack up with historical practices? What are the pros and cons of the arguments presented? This gives you explicit permission to disagree with the course materials and develop arguments contrary to popular opinion. Please post your challenges to D2L on Tuesday by 12 pm.

4.) **Discussion Leader**

Comes to the group meeting prepared to ask questions, deliberately engage and involve each member, and incorporate the findings of all in their given roles. The discussion leader comes with **3 prepared discussion questions**, and potential answers. Encourages critical discussion, respectful disagreement and debate, but works to keep the discussion on track. Uses open-ended questions to encourage respectful discussion. Please post your questions to D2L on Tuesday by 12pm.

5.) **Reporter**

Takes notes from the discussion, including both points of general agreement and, especially points of contention or disagreement. Highlights critical elements examined and sums up main points discussed. Finds internet links for connections groups up as part of the discussion and includes those in the discussion summary. Notes any points of confusion, areas for future study, or anything else the group found interesting. The reporter is asked to compile all the group submissions (passage master, creative connector, devil's advocate) from D2L into this document. The reporter is asked to submit this document on behalf of their group by WEDNESDAY to the D2L dropbox each week we host a structured reading group. Please also post the final document to D2L so your group members can access it.

Each role requires an individual submission to D2L, which is due at **12:00pm on Tuesday before the date of the Structured Reading Group (with the exception of the reporter who must upload the final report by Wednesday at 2:00pm after class).**

Groups and roles will be assigned in Week 2 after the add/drop period. Further instructions and information will be provided in the Week 2 lecture video. Each student will be graded on their individual submission.

*Adopted from Dawn Rault. 2020. Structured Reading Groups. University of Calgary.

**Implicit Association Assignment 20%:**

This assignment encourages students to evaluate race as a systemic social problem impacting the daily lives of those in Canadian society. There are two parts to the assignment.

1.) Take the Implicit Association Test (IAT), which measures favorability of a racial category and measures attitudes and beliefs.

2.) Respond to several short essay questions in a **2–3 double-spaced page** paper.
Further information on the assignment will be provided as the due date approaches.

**DUE JULY 14 at 11:59pm**

*Adopted from Zachary R. Simoni and Adrienne Milner. 2014. Implicit Association Test Assignment. University of Alabama at Birmingham.

**Midterm Exam 30%:**
The midterm exam will be based on all course lectures, readings, videos, and podcasts up to the date of the exam. The exam will be released on **Monday July 19 at 10:00am.** Questions will be multiple choice. You will have 24 hours to complete the exam.

**DUE JULY 20 at 10:00am**

**Final Paper: Race and the Canadian Media 35%:**

**5-6 page double-spaced paper.** We will have a writing tutorial session to prepare you for writing the paper. Further instructions and information will be provided on D2L.

**DUE AUGUST 17 at 11:59pm**

## Late Submission Policy
It is understood that students may face external challenges throughout the semester that may prevent them from being able to meet a deadline. Please contact the instructor as soon as possible before the deadline, so it can be determined if an extension is warranted.  Students who are either not granted or do not request an extension will receive a late penalty of **5 points** for each day late (a weekend counts as two days).

## Note on Collaboration
The implicit association assignment, midterm exam, and final paper are to be completed and submitted individually. Students are allowed to discuss topics, approaches to papers, and share suggestions of where to find relevant material. Time may be provided in class for students to discuss paper topics. However, your assignment should be original done individually. See below for information on plagiarism.

## Final Exam Information
There will be no final exam for this course.

| WEEK | TOPICS AND REQUIRED READING/LISTENING/WATCHING |
|------|------------------------------------------------|
| \*Schedule is subject to change and revision at the discretion of the instructor. | |
| **Week 1**<br>June 28/30 | <u>**Definitions, Concepts, and Theories**</u><br><br>Golash-Boza, Tanya. 2016. A Critical and Comprehensive Sociological Theory of Race and Racism. Sociology of Race and Ethnicity (Thousand Oaks, Calif.), 2(2), 129–141. https://doi.org/10.1177/2332649216632242<br><br>Omi, M., & Winant, H. 2015. The Theory of Racial Formation. In *Racial formation in the United States* (pp. 105-136. Routledge.<br><br>**Watch:** Start to 10mins.<br>Almeta Speaks (Producer), & Sweeney, S. (Director). 1998. Quebec. [Video/DVD] Filmakers Library. https://video.alexanderstreet.com/watch/Quebec<br><br>**Watch:**<br>Barbara J. Diamond, & Diamond Law Training (Producers). 2013. Reveal Moments: Microaggressions in Everyday Life. [Video] Diamond Law Training. https://video.alexanderstreet.com/watch/reveal-moments-microaggressions-in-everyday-life |
| **Week 2**<br>July 5/7 | <u>**Indigeneity, Settler Colonialism, Post-Colonialism**</u><br><br>**Chapter 2 (pp. 48-75)**<br>Samson, C., & Gigoux, C. 2016. Colonization in *Indigenous peoples and colonialism : Global perspectives* (pp. 48-75). Polity Press. ProQuest Ebook Central https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca<br><br>**Watch:**<br>CBC. 2012. Indigenous in the City. *The 8th Fire: Aboriginal Peoples and the Way Forward* [Video]. https://youtu.be/ELUs4pM_xUY<br><br>In-Class Writing Tutorial on July 7 |
| **Week 3**<br>July 12/14 | <u>**Immigration, Citizenship, and Multiculturalism**</u><br><br>**Chapter 3 (pp. 39-55)**<br>Henry Yu. 2018. Who are We? When are We? A Migration History that Reframes Race, Ethnicity, and Immigrants at Canada's 150. In Shibao Guo and Lloyd Wong (Eds.), *Immigration, Racial and Ethnic Studies in 150 Years of Canada: Retrospects and Prospects* (pp. 39-58). Brill Sense. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5606095&ppg=45<br><br><br>**Watch:**<br>Historica Canada. May 21, 2021. The Sikh Migrants who Challenged Canadian Immigration Law [Video]. https://youtu.be/eZyvg_87e6o |

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| | CBC News. May 22, 2014. Remembering the Komegatu Maru [Video]. https://youtu.be/mhr1Ucr7qlc<br><br>Vancouver Sun. March 24, 2018. Canadian Apartheid: Chinese Head Tax and Racism's Legacy [Video]. https://youtu.be/gkkpHpFV6oE<br><br>**IMPLICIT ASSOCIATION ASSIGNMENT DUE JULY 14 AT 11:59PM** |
| **Week 4**<br>July 19/21 | **Institutions and Practices: Education**<br><br>Bablak, L., Raby, R., & Pomerantz, S. 2016. 'I don't want to stereotype… but it's true': Maintaining whiteness at the centre through the smart Asian' stereotype in high school. *Whiteness and Education*, *1*(1), 54-68. **(Posted to D2L)**<br><br>James, C. E., & Taylor, L. 2010. The making of at risk students: How youth see teachers thwarting their education. In Charles Smith (Ed) *Anti-racism in education: Missing in action*, (pp. 123-136). Canadian Centre for Policy Alternatives. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/435772<br><br>**MIDTERM EXAM OPEN ON JULY 19 AT 10:00AM**<br>**DUE JULY 20 AT 10:00AM** |
| **Week 5**<br>July 26/28 | **Institutions and Practices: Housing, Health, and Environmental Racism**<br>Structured Reading Groups<br><br>Springer, Amira. 2021. "Living in Colour: Racialized Housing Discrimination in Canada". Homeless Hub. https://www.homelesshub.ca/blog/living-colour-racialized-housing-discrimination-canada<br><br>Gunn, B.L. 2016. Ignored to death: Systemic racism in the Canadian healthcare system. *Submission to EMRIP the Study on Health, United Nations*. **(Posted to D2L)**<br>**Watch:**<br>Vice. September 11, 2013. Canada's Toxic Chemical Valley [Video]. https://youtu.be/UnHWZE0M_-k |

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|---|---|
| **Week 6**<br>August 2/4 | **Institutions and Practices: Employment**<br>Structured Reading Groups<br><br>Block, S., & Galabuzi, G. E. 2011. Canada's colour coded labour market. *Canadian Centre for Policy Alternatives*, 1-20. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/227885<br><br>Bonilla-Silva, Eduardo, Lewis, Amanda, & Embrick, David G. (2004). "I Did Not Get That Job Because of a Black Man...": The Story Lines and Testimonies of Color-Blind Racism. *Sociological Forum (Randolph, N.J.)*, *19*(4), 555–581. https://doi.org/10.1007/s11206-004-0696-3 |
| **Week 7**<br>August 9/11 | **New Racism: Racialization of Muslims and Whiteness Theory**<br>Structured Reading Groups<br><br>**Chapter 5 (pp. 111-118)**<br>Lipsitz, G. (2006). How Whiteness Works: Inheritance, Wealth, and Health. In *The possessive investment in whiteness: How white people profit from identity politics* (pp. 111-118). Temple University Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5425334<br><br>Garner, Steve, & Selod, Saher. (2015). The Racialization of Muslims: Empirical Studies of Islamophobia. *Critical Sociology*, *41*(1), 9–19. https://doi.org/10.1177/0896920514531606<br>**Watch:**<br>Book TV. April 22, 2014. Eduardo Bonilla-Silva, "Racism without Racists" [Video]. https://youtu.be/dR0McDpaCX8 |
| **Final Paper Due: AUGUST 17 at 11:59pm** ||

## Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

| Grade | Percent range | Grade Point Value | Description |
|---|---|---|---|
| **A+** | 96 – 100% | 4.0 | Outstanding performance |
| **A** | 90 – 95.99% | 4.0 | Excellent performance |
| **A-** | 85 – 89.99% | 3.7 | Approaching excellent performance |
| **B+** | 80 – 84.99% | 3.3 | Exceeding good performance |
| **B** | 75 – 79.99% | 3.0 | Good performance |
| **B-** | 70 – 74.99% | 2.7 | Approaching good performance |
| **C+** | 67 – 69.99% | 2.3 | Exceeding satisfactory performance |
| **C** | 63 – 66.99% | 2.0 | Satisfactory performance |
| **C-** | 59 – 62.99% | 1.7 | Approaching satisfactory performance |
| **D+** | 55 – 58.99% | 1.3 | Marginal pass. Insufficient preparation for subsequent courses in the same subject |
| **D** | 50 – 54.99% | 1.0 | Minimal Pass. Insufficient preparation for subsequent courses in the same subject. |
| **F** | <50% | 0 | Failure. Did not meet course requirements. |

## Absences and Deferrals

Students who miss submission deadlines for assignments should inform the instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

> **Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:
> https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf
> Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

## Grade Reappraisal

Within two weeks of the date an assignment is returned, students seeking reappraisal of assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss

his or her work and rationale. It should be noted that a re- assessed grade may be raised, lowered, or remain the same.

## Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

2. **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 can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

3. Final grades are not posted by the Sociology Department. They are only available online.

## Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect. When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ .
**Discussion guidelines/norms will be posted to D2L.**

## Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. 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.

## Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ( https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf ) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## Recording of Lectures

The audio or video recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure.

## Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy.

## Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:
http://www.ucalgary.ca/pubs/calendar/current/k.html

## 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/. 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. Please refer to the policy on Student Accommodations. Students needing an Accommodation

based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: https://library.ucalgary.ca/guides/sociology

To access the main Library website go to: https://library.ucalgary.ca

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, https://www.ucalgary.ca/wellness-services/services/mental-health-services) and the Campus Mental Health Strategy (http://www.ucalgary.ca/mentalhealth/).

## Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals.  They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: https://www.ucalgary.ca/student-services/student-success

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: https://www.su.ucalgary.ca.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit http://www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.