

DEPARTMENT OF SOCIOLOGY  
FACULTY OF SOCIAL SCIENCES  
UNIVERSITY OF CALGARY  
COURSE OUTLINE

COURSE/SECTION: SOCIOLOGY 375: 01 Theory and Patterns of Ethnic Relations  
SESSION: Winter, 2013  
INSTRUCTOR: Dr. Amal Madibbo  
OFFICE: SS 948  
CONTACT: Phone: 220-6512: Email: [amadibbo@ucalgary.ca](mailto:amadibbo@ucalgary.ca)  
OFFICE HOURS: MW: 13:00 - 13:45 or by appointment  
LECTURES: MWF: 11:00 - 11:50  
LOCATION: ST 147

SOCIOLOGY WEBSITE: <http://soci.ucalgary.ca/>

BLACKBOARD: <http://blackboard.ucalgary.ca> or my.ucalgary.ca

**COURSE DESCRIPTION:**

This course is an introduction to the major theories of ethnicity and the forms of ethnic and racial dynamics in selected cases around the world. Such concepts as ethnicity, race, racialization, discrimination, racism, assimilation, integration, pluralism, identity, and de-colonization are examined in theoretical and cross-national contexts.

**The class format** is primarily organized around lectures. As well there will, on occasions, discussions, DVD/videos, and guest speakers. As current events unfold around the world, there may be possibility of an additional reading assignment if it is deemed appropriate to understanding a current issue. The major goal of this course is the understanding and analysis of a sociological literature on ethnicity, race and racialization in various settings around the world.

**The instructor may make some changes to course content, format and timing.**

**COURSE REQUIREMENTS AND STUDENT EVALUATION:**

The final grade for this course will be based on two (2) mid-term exams, a movie review, and a final exam.

**Examinations:**

**The first mid-term exam** will be held in class on **February 4<sup>th</sup>** and **the second** on **March 4<sup>th</sup>**. They worth 20% and 25% of the course grade respectively.

**The final exam** worth 30% and will be held during the Official Exam Period.

These exams questions are based on required readings, lecture notes, guest speakers lectures and documentaries we watch in class. These exams are not cumulative and will consist of multiple choice questions and true/false questions.

### **Documentary Review - Earth**

The documentary review on *Earth* is due on **March 22, 2013** and it is worth 25% of the course grade. The review consists of five (5) double-spaced pages (12 font, Times New Roman), not including the title page and bibliography. It includes:

1. A Title Page: Consists of your name and student number, the course's title and number, and the instructor's name.
2. A summary of the documentary (not to exceed half a page)
3. A social issue in the documentary you find problematic or provoking
4. Why the issue is problematic or provoking
5. Two themes discussed in class that are relevant to the problematic issue
6. Why the two themes are relevant to the problematic issue
7. How the problematic issue could be solved
8. Two themes discussed in class that are relevant to the solution you suggest
9. Why the two themes are relevant to the solution
10. A Bibliography: A list of relevant course sources used in the paper (4-6 sources).

The review is an essay so write paragraphs and full sentences.

10% will be deducted from the mark you earn on your review per day if it is late.

**Referencing: Review and critique** should consist of proper referencing in the body of the paper, as well as in the bibliography section at the end of the paper. You may choose to use the style of the American Psychological Association (APA) below:

An example of a style you may wish to use in the body of your paper is the following:

**Example:** Vincent (2008) found that inter-racial contact is shaped by a number of social determinants.

An example of a style you may wish to use in the bibliography section is the following:

### **Examples:**

1. Bhatia, S. (2008). 9/11 and the Indian Diaspora: Narratives of race, place, and immigrant identity. *Journal of Intercultural Studies*, 29(1), 21-39.
2. Gupta, T. D. (1999). The politics of multiculturalism: Immigrant women and the Canadian State. In E. Dua & A. Robertson (Eds.), *Scratching the surface: Canadian anti-racist feminist thought* (pp. 187-205). Toronto: Women's Press.

**Ethics Research:** Students are advised that any research with human subjects—including any interviews (even with friends and family), opinion polling, or unobtrusive observation—must have the approval of the Department 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.

**Hand in hard copies of your papers. The instructor will not accept e-copies of your papers.**

**Breakdown, Weight, and Due Date of Student Evaluation**

<i>Assignment / Exams</i>	<i>Due Date</i>	<i>% Grade</i>
Mid-term Exam1	Monday, February 4 <sup>th</sup>	20 %
Mid-term Exam2	Monday, March 4 <sup>th</sup>	25 %
Documentary review	Friday, March 22	25%
Final Exam	During Official Exams Period	30%

**4. Letter Grade Assignment**

95 - 100 = A+	67 – 71 = C +
90 - 94 = A	63 – 66 = C
85 – 89 = A -	59 – 62 = C -
80 – 84 = B +	54 – 58 = D +
76 – 79 = B	50 – 53 = D
72 – 75 = B -	00 – 49 = F

**Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 293, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.

**Deferrals:** If at all possible you must provide advance notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make

up” test for you, its date and location will be at the convenience of the Sociology Department.

Please note that requests to defer a final examination or to defer term work past the end of a term go through the Undergraduate Programs Office (UPO) and must be processed by the deadlines that are established in the U. of C. Calendar. You can find the forms you need at:

**Deferred Final Exam Application:**

<http://www.ucalgary.ca/registrar/files/registrar/Winter2008DEFERREDFINALEXAMINATIONS.pdf>

**Deferred Term Work Form:** <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

You must submit these deferral forms to the Social Sciences Associate Dean (Students) through the UPO office: Undergraduate Programs Office, 4th Floor, MacEwan Student Centre.

To make an appointment with the Associate Dean, phone (403) 220-8155.

Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions.

**Student’s Union Social Science Rep: Email:** [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

**Safewalk Service:** 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 Misconduct:** cheating is regarded as a serious academic offense. Students are advised to consult the 2007-2008 University Calendar at [http://www.ucalgary.ca/pubs/calendar/2005/how/How\\_LB.htm](http://www.ucalgary.ca/pubs/calendar/2005/how/How_LB.htm), which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

**The Freedom of Information and Protection of Privacy (FOIP)** legislation disallows the practice of having students retrieve assignments from a public space, e.g., outside an instructor’s office or the Department main office. Term assignments must be returned to students individually, during class, or during the instructor’s office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

**Handing in Papers Outside of the Class, Return of Final Papers, and Release of Final Grades**

1. When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor rather than at the Sociology Department main office.
2. Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public space, (i.e., outside an instructor's office, the department office). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will only be available for pick-up during the instructor's office hours at the end of this term or the beginning of the next term.
3. Final grades are not posted by the sociology Department. They are only available online.

**COURSE READINGS:** The course readings are posted on the Soci 375 blackboard (<http://blackboard.ucalgary.ca>) or my.ucalgary.ca

## **CLASS SCHEDULE OF TOPICS AND READING ASSIGNMENTS**

### **Week 1: Introduction: Meaning and Conceptions of Ethnicity**

January 9: Introduction to course and review of syllabus - no readings assigned

January 11:

Isajiw, W. 1993. Definition and Dimensions of Ethnicity: A theoretical Framework. In *Challenges of Measuring an Ethnic World: Science, politics and reality: Proceedings of the Joint Canada-United States Conference on the Measurement of Ethnicity April 1-3, 1992*, Statistics Canada and U.S. Bureau of the Census, eds. Washington, D.C.: U.S. Government Printing Office; pp. 407-27.

### **Week 2: Pluralism and Assimilation**

January 14, 16 & 18

Berbrier, M. 2004. Assimilation and Pluralism as Cultural Tools. *Sociological Forum*, 19 (1), 29-62.

&

**Documentary** – Multiculturalism in Canada Debated (42 mns.)

<http://www.cbc.ca/player/Digital+Archives/Politics/Language+and+Culture/ID/1851763401/>

### **Week 3: Racism and Racialization 1**

January 21, 23 & 25

Henry, F. and Tator, C. 2006. "The Ideology of Racism" (Chapter 1, pp. 15-30). *The Color of Democracy*. Toronto: Thomson Nelson

## **Week 4: Racism and Racialization 2**

January 28 & 30 & February 1

Durrheim, K., & Dixon, J. 2001. "The Role of Place and Metaphor in Racial Exclusion: South Africa's beaches as sites of shifting racialization". *Ethnic and Racial Studies*, 24 (3), 433-450

&

Baber, Z. 2004. 'Race', Religion, and Riots: The racialization of communal identity and conflict in India. *Sociology*, 38 (4), 701-718.

## **Week 5: Racism and Racialization 3**

February 4: **Midterm Exam 1**

February 6 & 8:

**Documentary - Where in the world is Osama Ben Laden?**

## **Week 6: Transnationalism 1**

February 11, 13 & 15:

Portes, A. 2001. The Debates and significance of immigrant transnationalism. *Global Networks*, 1/3: 181-193

&

Portes, A. 2003. "Conclusion: Theoretical Convergencies and Empirical Evidence in the Study of Immigrant Transnationalism". *International Migration Review*, 37/3: 874-92

**February 17-24: Reading Week - No classes**

## **Week 7: Transnationalism 2**

February 25 & 27 & March 1

Potter, R. B., Conway, D., & St. Bernard, G. 2009. "Transnationalism Personified: Young returning Trinidadians 'in their own words'". *Tijdschrift voor Economische en Sociale Geografie*, 100, (1), 101-113.

&

Ali-Ali, N., Black, R., and Koder, Kh. 2001. "The limits to Transnationalism: Bosnian and Eritrean refugees in Europe as emerging transnational communities". *Ethnic and Racial Studies*, 24/2: 578-600

## **Week 8: Diaspora 1**

March 4: **Midterm Exam 2**

March 6 & 8: **Documentary** - Earth (102 mns.)

## **Week 9: Diaspora 2**

March 11, 13 & 15

Cohen, Robin. 2008. Conclusion: diasporas, their types and their futures. *Global Diasporas: An Introduction* (177-196) . London & New York: Routledge.

## **Week 10: Forced Migration 1**

March 18, 20 & 22

Moore, W. and Shellman, S. 2004. "Fear of Persecution: Forced Migration, 1952-1995". *The Journal of Conflict Resolution*, 48/5: 723-745

&

Dowty, A. and Loescher, G. 1996. "Refugee Flows as Grounds for International Action". *International Security*, 21/1: 43-71

**Documentary (Earth) Review due on March 22**

## **Week 11: Forced Migration 2**

March 25 & 27

Yükseker, D. nd. The Consequences of the forced migration of Kurds in Turkey: displacement and citizenship. Paper presented at the American Sociological Association.

&

Barakat, S. 2002. "Setting the Scene for Afghanistan's Reconstruction: The Challenges and Critical Dilemmas". *Third World Quarterly*, 23/ 5, 801-816, *Reconstructing War-Torn Societies: Afghanistan*

**March 29: Good Friday – No class**

## **Week 12: Identity and Belonging 1**

April 1: **Documentary** - Afghan Exodus (52 mns.)

April 3 & 5: Lecture Notes – No readings assigned

## **Week 13: Identity and Belonging 2**

April 8, 10 & 12

Clark, J. 2009. Nation-State Belonging among Asian Australians and the Question of Transnationalism. *Current Sociology*, 57/1: 27-46.

&

Abu El-Haj, T. R. (2007). "I Was Born Here, But My Home, It's Not Here": Educating for democratic citizenship in an era of transnational migration and global conflict. *Harvard Educational Review*, 77 (3), 285-291.

**April 15:** Lecture notes – no readings assigned

**Documentary** *Rocksteady: The Roots of Reggae*

**Critique Paper due April 14**

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- Critique one of the following:
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- 1) Nederveen- Pieterse, J. 2007. Many doors to Multiculturalism (pp. 89-106) &

- Global Multicultural, flexible acculturation (177-192). Ethnicities and Global
- Multicultural. Lanham, MD: The Rowman & Littlefield Publishing Group Inc.
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- OR
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- 2) Modood, T. 2007. Multiculturalism Citizenship. In Multiculturalism: A Civic Idea (pp. 117-154). Oxford: Polity
- 
- The critique consists of six (6) double-spaced pages (12 font, Times New Roman), not including 1) the bibliography, 2) the title page.
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- The Bibliography consists of a list of (4-6) class material sources and (2-3) additional sources (sources not used in the class materials. They can be journal articles, book chapters, documentaries, or internet sources)
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- The Title Page consists of your name and student number, the course's title and number, and the instructor's name.
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- The six (6) double-spaced pages critique includes:
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- 1. An Introduction: Outlines the overview/summary of the main themes and arguments discussed in the chapter (not to exceed 1 page).
- 2. Analysis: Defines (3-4) main concepts/themes or arguments in the chapter that you find interesting, problematic and/or provoking and why you find them as such (not to exceed 2 pages). The analysis also indicates how these issues are relevant to (3-4) themes discussed in class (not to exceed 2 pages).
- 3. A Conclusion: Explains the utility of the reviewed chapter for the social issues/phenomena discussed in class (not to exceed 1 page).
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- Referencing: Review and critique should consist of proper referencing in the body of the paper, as well as in the bibliography section at the end of the paper. You may choose to use the style of the American Psychological Association (APA) below:
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- An example of a style you may wish to use in the body of your paper is the following:
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- Example: Vincent (2008) found that inter-racial contact is shaped by a number of social determinants.
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- An example of a style you may wish to use in the bibliography section is the following:
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- Examples:
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- 1. Bhatia, S. (2008). 9/11 and the Indian Diaspora: Narratives of race, place, and immigrant identity. *Journal of Intercultural Studies*, 29(1), 21-39.
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- 2. Gupta, T. D. (1999). The politics of multiculturalism: Immigrant women and the Canadian State. In E. Dua & A. Robertson (Eds.), *Scratching the surface: Canadian anti-racist feminist thought* (pp. 187-205). Toronto: Women's Press.
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- . The written critique is due on April 14, 2010 and it is worth 25% of the course grade. 10% will be deducted from the mark you earn on your critique per day if it is late.
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## **Documentary Review - Earth**

**The documentary review on Earth is due on March 22, 2013 and it is worth 25% of the course grade.**

**The review consists of five (5) double-spaced pages (12 font, Times New Roman), not including the title page and bibliography. It includes:**

- 1. A Title Page: Consists of your name and student number, the course's title and number, and the instructor's name.**
- 2. A summary of the documentary (not to exceed half a page)**
- 3. A social issue in the documentary you find problematic or provoking**
- 4. Why the issue is problematic or provoking**
- 5. Two themes discussed in class that are relevant to the problematic issue**
- 6. Why two themes are relevant to the problematic issue**
- 7. How the problematic issue can be solved**
- 8. Two themes discussed in class that are relevant to the solution you suggest**
- 9. Why the two themes are relevant to the solution**

**7. A Bibliography: A list of relevant course sources used in the paper (4-6 sources).**