

DEPARTMENT OF SOCIOLOGY  
FACULTY OF ARTS  
UNIVERSITY OF CALGARY

COURSE OUTLINE

COURSE/SECTION: SOCIOLOGY 375-01 ETHNICITY and Racialization  
SESSION: Winter 2014

INSTRUCTOR: Michael Embaie

OFFICE: SS 950

CONTACT: Phone: (403) 710-4028; (403) 220-2701 Email:embaiem@ucalgary.ca

OFFICE HOURS: MoWe: 10:30 to 12:00 by appointment

LECTURES: MoWeFr: 10:00 – 10:50 a.m.

LOCATION: ST 135

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

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

**COURSE DESCRIPTION:**

**This course is an introduction to ethnicity, 'race', ethnic and 'race' relations, racialization and ethnic nationalism. The major theories of ethnicity, 'race', nationalism, ethnic & racial inequality; historic and contemporary perspectives on immigration; Multiculturalism and transnationalism will be examined and then applied to some contemporary situations and case studies using primarily a global and cross-national comparative approach. We will also examine the impact of globalization on international migration, ethnic and racial conflict, racism, ethnic nationalism and decolonization. This is followed by an examination of 'race' and ethnicity in Canada, the United States and other countries throughout the world. The concept of ethnicity will also be discussed with respect to not only nation states but also to transnational and diasporic communities in an era of globalization with changing conceptions of citizenship and identity.**

**The class format** is primarily lectures and class discussions. There will be DVD/video documentaries and guest speakers. It is highly recommended that students follow up on relevant current events and issues during the period of the course to be shared and discussed in class.

**The major goal of this course is the reading and understanding of a sociological literature on ethnicity and 'race' in a global context. Students will be asked to demonstrate their understanding through Book Reviews, Group Project and Group Presentations.**

## REQUIRRED TEXT BOOK

### 1) Satzewich, Vic and Nikolaos Liodakis

2013 "Race and Ethnicity in Canada: A Critical Introduction: Oxford University Press.

## RECOMMENDED TEXT BOOKS

McMullin, Julie

2010 Understanding social Inequality: Intersections of Class, Age, Gender, Ethnicity, and Race in Canada Chapter 4 (pages 62 to 84).

Alan B. Simmons

2010 Immigration and Canada: Global and Transnational Perspectives: Canadian Scholars' Press Inc. Toronto

Zawilski, Valerie

2010 Inequality in Canada: A Reader on the Intersections of Gender, Race, Class, 2<sup>nd</sup> Edition. Oxford University Press

McMullin, Julie

2010 Understanding Social Inequality: Intersections of Class, Age, Gender, Ethnicity, and Race in Canada, 2<sup>nd</sup> Edition. Oxford University Press

Hier, Sean P. and Bolaria, Singh

2007 Race and Racism in 21 St-Century Canada: Continuity, Complex, and Change. University of Toronto Press, Higher Education division

Fleras, Augie and Elliott, L. Jean

2007 Unequal Relations: An Introduction to Race, Ethnic and Aboriginal Dynamics in Canada. 5<sup>th</sup> edition. Pearson Prentice Hall, Toronto

Satzewich, Vic and Wong, Lloyd

2006 Transnational Identities and Practices in Canada. UBC Press. Vancouver. Toronto

Li, Peter

2003 Destination Canada: Immigration Debates and Issues. Toronto: Oxford University Press

Fleras, Augie and Elliot L. Jean

2002 Engaging Diversity: Multiculturalism in Canada. 2<sup>nd</sup> edition. Nelson Thomson Learning Limited.

James, Carl

1999 Seeing Ourselves: Exploring Race, Ethnicity and Culture, 2<sup>nd</sup> Edition. Thomson Educational Publishing, Inc. Toronto

Abu-Laban, Y. and Gabriel, Ch. 2002. Selling Diversity: Immigration, Multiculturalism, Employment Equity, and Globalization. Toronto, Ontario: Broadview Press.

Bannerji, H. 2000. The Dark Side of the Nation: Essays on Multiculturalism, Nationalism and Gender. Toronto: Canadian Scholars Press.

Breton, R. 2005. Ethnic Relations in Canada: Institutional Dynamics. Montreal & Kingston: McGill-Queen's University Press.

Li, P. (ed.). 1999. Race and Ethnic Relations in Canada (2nd edition). Toronto: Oxford University Press.

## **COURSE REQUIREMENTS AND STUDENT EVALUATION:**

**The final grade for this course will be based on a Book Review, a Major Term Paper and a Class Presentation.**

### **1) Assignment #1: Book Review - 30%**

**The Book Review will be due on Feb 7, 2014.**

**The Book Review will be assessed on:**

- a) The relevance of the literature reviewed to the course**
- b) Demonstration of critical thinking and critical analysis**
- c) Application of relevant theories, paradigms, world views or perspectives**
- d) Clarity and organization including logical flow, grammar, spelling, proper referencing and citation.**

**The Book review is expected to be 2 to 3 pages in length**

### **2) Assignment # 2: Group Project/Term Paper - 40%**

**The Group Project will be due on March 17, 2014.**

**The Group project/Term Paper will allow students to examine and explore a subject of their interest and choosing related and relevant to the course. This assignment aims to strengthen the students' understanding of the issues and concepts related to Race, Ethnicity, patterns and trends in immigration, transnationalism, diasporic communities and factors that influence and impact on them.**

**The paper is expected to be 8 to 10 pages excluding references or bibliography**

### **3) Assignment #3: Group Presentation**

The dates of the presentations; the size of the groups; and the length of the presentations will be decided and announced in class. Students are expected to form their own groups based on areas and topics of interest relevant to the course.

The final grade for this course will be based on the **Book Review, Group \project/Term-Paper, and a Group Class Presentation.**

The Book Review, the Group Project/Term-Paper and the Class Presentation will be based on required readings, lectures, guest speakers and documentaries watched in class.

**The Book Review and the Group \project/Term-paper need to include the following things:**

**1. A Title Page:** Consists of your name and student number, the topic's title, the course title and number, and the instructor's name.

**2. An Introduction:** Outlines the overview/summary of the main themes, issues and objectives discussed in the paper.

**3. Analysis:** You have to analyze the main concepts, themes and issues of the literature reviewed by incorporating applicable theory or theories relevant to the sociology of race and ethnicity. You are expected to critically analyze and not simply describe real social events and issues, but explaining why and how they occur.

**4. A Conclusion:** Summarizes the topic discussed and the findings of your research.

**5. A Bibliography:** At least between five to ten (5 to 10) relevant sources to the course must be used or consulted.

**Referencing:** Paper should consist 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:

**Please find an example of a style you may wish to use in the body of your paper.**

- 1) Abu Laban (2006) found that settlement and integration are shaped by a number of social factors.

**Please find an example of a style you may wish to use in the bibliography section.**

1. Calliste, A. (1993). Race, Gender and Canadian Immigration Policy. *Journal of Canadian Studies*, 28(4), 31-48.
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.

More discussion and details on the Book Review, the Group Project/Term Paper will occur in class. If an extension has not been granted the late penalty is a deduction of 10%, from the mark you earn on your paper, per day if it is late.

**The instructor may make some changes to the content and/or format of the course or the Assignments.**

**Ethics Research:** Students are advised that any research with human subjects--including interviews (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

**READING ASSIGNMENTS**

<b>Week</b>	<b>Date</b>	<b>Required Readings (RR) Recommended Readings (REC) S &amp; L= Satzewich &amp; Liodakis) S= Simmons; Hier &amp; Bolaria= HB; McMullin= M Zawilski=</b>
1	Jan. 8, 10	RR – S & L Chapter 1 S – Chapter 1
2	Jan. 13, 15 & 17	RR – S & L Chapter 2 S – Chapter 2 Z – Chapter 4
3	Jan. 20, 22 & 24	RR – S & L Chapter 3 S – Chapter 3 HB – Part One
4	Jan. 27, 29 & 31	RR- S & L chapter 4 S– Chapter 4 HB – Part Two
5	Feb. 3, 5 & 7	RR- S & L Chapter 5 S – Chapter 5 HB – Part Two
6	Feb. 10, 12 & 14	RR – S & L Chapter 6 S – Chapter 6 HB – Part IV (Thirteen
7	Feb. 17, 19, & 21	RR - S & L Chapter 7 S - Chapter 7 HB – Part IV (Fourteen
8	Feb. 24, 26, & 28	RR – S & L Chapter 8 S – Chapter 8 HB – Part IV (Fifteen)
9	Mar. 3, 5	RR S – Chapter 9 and Chapter 10

	<b>&amp; 7</b>		<b>HB – Part IV ( Sixteen)</b>
<b>10</b>	<b>Mar. 10, 12 &amp; 14</b>		<b>S- Chapter 11 HB – Part III (Nine)</b>
<b>11</b>	<b>Mar. 17, 19 &amp; 21</b>		<b>HB – Part III ( Ten) Z – Part One</b>
<b>12</b>	<b>Mar. 24, 26 &amp; 28</b>	<b>Class Presentations</b>	<b>HB – Part III ( Eleven) Z – Part Three</b>
<b>13</b>	<b>Mar. 31 &amp; Apr. 2, 4</b>	<b>Class Presentations</b>	<b>HB – Part III (Twelve) Z – Part Five</b>

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

<i>Assignment</i>	<i>Due Date</i>	<i>% Grade</i>
Book Review	Feb. 7	30 %
Group Project/Term Paper	<b>Mar 21</b>	40%
Group Presentations	TBA in Class	30%

### 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

**Emergency evacuations:** In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by [*check link to find assembly point for your building*] -- <http://www.ucalgary.ca/emergencyplan/node/75>

**Academic Accommodation:** Students who require academic accommodation, must register with Student Accessibility Services (formerly the Disability Resource Centre) at MC 452 (or phone 403-220-8237) . "

**Deferrals: Students are expected to** provide advance notice to the instructor if a student is unable to hand in an assignment 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.

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It is available at <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf> Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

**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 Misconduct:** Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar 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 place, e.g., outside an instructor's office or the Department main office. Written 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 class, return of final papers, and release of final grades:**

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

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