

**COURSE/SECTION:** SOCIOLOGY 475.02  
SPECIAL TOPICS IN ETHNIC AND RACE RELATIONS

**SESSION:** Fall 2013

**INSTRUCTOR:** Michael Embaie

**OFFICE:** SS 903

**CONTACT:** Phone: (403) 710-4028; (403) 220-2701

Email: [m.embaie@shaw.ca](mailto:m.embaie@shaw.ca)

**Office Hours** Tuesdays and Thursdays after 2:30 p.m. By appointment

**LECTURES:** Tue and Thurs p.m. ROOM SH 157

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

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

**STUDENTS' UNION**

**ARTS REPS:** Email: [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).

**SAFEWALK SERVICES:** 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 with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, 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.**

### **Required Text**

Satzewich, Vic and Nikolaos Liodakis

2010 Race and Ethnicity in Canada: A Critical Introduction: Oxford University Press.

### **HIGHLY Recommended Readings**

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

## **COURSE DESCRIPTION:**

This course examines immigrant and ethnic communities in Canada, and elsewhere, who maintain ties and have interactions with people, and social institutions, linking them across the borders of nation-states. The on-going relationship between these communities' homelands and their current places of work and settlement are examined, particularly in the context of globalization and international migration. The course will examine various racial or ethnic groups; old and recent immigrants and immigration patterns; transnational and diasporic communities and application to some historical and contemporary examples.

The impact of globalization and international migration on race, ethnicity, transnational and diasporic communities will be examined in the context of incorporation, exclusion, conflict, racism, ethnic nationalism and de-colonization.

The class format will involve lectures and class discussions based on central questions derived from the readings, current events and sharing of experiences. There will be occasional video presentations to illustrate specific cases or issues. The major goal of this course is the reading and understanding of a sociological literature on Race, Ethnicity and Immigration patterns and trends; transnational and diasporic communities and factors that influence and impact them. Students will be asked to demonstrate their understanding through a book review, a term paper and class presentation.

## **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.

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

The Book Review will be due on **October 15, 2013**.

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

- a) Relevance of the literature reviewed to course material**
- b) Critical thinking and critical analysis**
- c) Application of relevant theories, paradigms, world views and perspectives**
- d) Logical flow and support of the material reviewed**

**The Book review is expected to be 5 to 7 pages in length**

### **Assignment # 2: Term Paper - 40%**

The term paper will be **due on November 21, 2013**.

The 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 10 to 12 pages excluding references or bibliography**

**Ethics Research:** 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 Departmental 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.

### **Assignment # 3: Class Presentation – 30%**

Depending on the final number of students in class, groups will be formed and the size of the groups and time allocated to each group presentation will be decided on the first or second week of class. Depending on the number of groups, **class presentations will be held during the final two weeks of classes.**

Groups will decide on a topic of their choice as long as it is related and relevant to the course.

Group presentation will be assessed based on:

- a) Relevance of literature reviewed for the presentation
- b) Critical thinking and critical analysis of the material presented
- c) Application of relevant theories, world views, paradigms and perspectives
- d) Over-all logical flow of the material and the presentation

### **The Book Review and the 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:** Analyzes the main concepts, themes and issues. You have to incorporate relevant literature review and you need to be analytical (not simply describing real social events and issues, but explaining why and how they occur). Use theory or theories relevant to the sociology of race and ethnicity.

**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 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.

**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.

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

	<u>Weight (%)</u>	<u>Due Date</u>
Assignment # 1: Book Review	30%	October 15
Assignment #2: Term Paper	40%	November 21
Assignment #3: Class Presentation	30%	TBA in class
Total	100%	

**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 Misconduct:** cheating is regarded as a serious academic offense. 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. 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 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 place, (i.e., outside an instructor's office, the department 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 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.

Week	Date	<b>Required Readings (RR) Recommended Readings (REC) S &amp; L=Satzewich &amp; Liodakis) S= Simmons; Hier &amp; Bolaria=HB; McMullin=M Zawilski= Z</b>
1	Sept. 10 &12	RR – S & L Chapter 1 S – Chapter 1
2	Sept. 17 &19	RR – S & L Chapter 2 S – Chapter 2 Z – Chapter 4
3	Sept. 24 &26	RR – S & L Chapter 3 S – Chapter 3 HB – Part One
4	Oct. 1 & 2	RR- S & L chapter 4 S– Chapter 4 HB – Part Two
5	Oct. 8 &10	RR- S & L Chapter 5 S – Chapter 5 HB – Part Two
6	Oct. 15 & 17	RR – S & L Chapter 6 S – Chapter 6 HB – Part IV (Thirteen)
	Book Review due date	
7	Oct. 22 & 24	RR - S & L Chapter 7 S - Chapter 7 HB – Part IV (Fourteen)
8	Oct. 29 & 31	RR – S & L Chapter 8 S – Chapter 8 HB – Part IV (Fifteen)

9	Nov. 5 & 7		RR S – Chapter 9 and Chapter 10
10	Nov. 12 & 14		HB – Part IV ( Sixteen) S- Chapter 11 HB – Part III (Nine)
11	Nov. 19 & 21	Term Paper due date	HB – Part III ( Ten) Z – Part One
12	Nov. 26 & 28	<b>Class Presentations</b>	HB – Part III ( Eleven) Z – Part Three
13	Dec. 3 & 5	Class Presentations	HB – Part III (Twelve) Z – Part Five