



UNIVERSITY OF
CALGARY

Summer 2022
FACULTY OF ARTS
Department of Sociology
Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Ethnicity and Racialization			
Course Number	SOC 375		
Pre/Co-Requisites	SOC 201 or consent of the Department		
Instructor Name	Dr. Hamid Akbary	Email	akbary.sayed@ucalgary.ca
Instructor Email Policy	<p>Class announcements will be sent out over e-mail, so you'll need to make sure that the university has your correct e-mail address and that your e-mail account is in working order. I will make every effort to reply to your e-mails within 24 hours (not counting weekends), but it may take up to 48 hours to respond.</p> <p>A brief note on email etiquette. When emailing the instructor, your email MUST always contain the following elements:</p> <ul style="list-style-type: none"> • "SOC 375" should be in the subject line of the email. Emails that do not include "SOC 375" in the subject line may not be read or acknowledged. • You should put the issue you are emailing about in the body of your email, using correct sentence structure, spelling, and punctuation. • You should sign your name and include your student number. 		
Office Location	SS 911	Office Hours	Tuesdays 4:00-5:00pm
Telephone No.	N/A		
Class Dates	June 27 – August 10, 2022		
Class Times	Mondays and Wednesdays 9:00 – 11:45am		
Class Location	SA 129		

COURSE DESCRIPTION

The main objective of this course is to help students understand how race and ethnicity, among other intersecting factors, play a role in production and reproduction of social inequalities experienced by minorities. As such, this course will introduce the students to a variety of basic concepts, theories, and debates in the area of race and ethnic relations. It will mainly focus on concepts and theories related to

racism, race, social construction race, ethnicity, intergroup relations, prejudice, discrimination, migration, multiculturalism, majority-minority relations, immigrant integration, etc. Throughout the semester, the students will learn to critically analyze a series of theories, movies/videos, and real-life experiences and examples from the race/ethnicity perspective.

COURSE LEARNING OUTCOMES

At the end of this course, students will have the knowledge and understanding of the basic concepts and theories of race and ethnicity. Students will be able to critically analyze how race and ethnicity shape one’s social relations and position in society. Students will also learn to evaluate how race/ethnicity is socially constructed and interconnected with other social group identities in various contexts.

LEARNING RESOURCES

The class has one required textbook, which can be purchased through the university bookstore. The textbook will not be posted to D2L. The book is:

Satzewich, Vic. 2021. “Race” and Ethnicity in Canada: A Critical Introduction. 5th Edition. Oxford University Press.

The links for any additional learning resources such as videos, articles, and book chapters will be posted on D2L. You do not have to purchase them.

LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course which will contain all PowerPoint slides, as well as other resources (see d2L.ucalgary.ca).

CLASS SCHEDULE

PowerPoint slides will be posted on D2L as the class progresses. There are no lecture notes besides the PowerPoint slides. Students will be notified by email when a set of slides are posted on D2L. Please note that all lectures will take place in person.

Week and Date	Topic and Reading	Assessment component
Week 1 - June 27 - June 29	Introduction; Why Race/Ethnic Studies Matters; Group Selection <ul style="list-style-type: none"> • Introduction • Video on importance of race/ethnic studies Race and Ethnicity <ul style="list-style-type: none"> • Textbook, Chapter 1: <i>The Concepts of Ethnicity and “Race”</i> • Textbook, Chapter 2: <i>Theories of Ethnicity and “Race”</i> 	
Week 2 - July 4 - July 6	Racism and Racialization <ul style="list-style-type: none"> • Textbook, Chapter 7: <i>Racism</i> • Fredrickson, G. M. (2015). <i>Racism: A Shorty History</i>. Princeton University Press – Introduction & Epilogue Racism and Racialization in Canada <ul style="list-style-type: none"> • Backhouse, C. (1999). <i>Colour-coded: A legal history of racism in Canada, 1900-1950</i>. University of Toronto Press. --- Chapters 1 & 5 • Reitz, J. G., & Banerjee, R. (2007). Racial inequality, social cohesion and policy issues in Canada. In K. Banting, T. J. Courchene, & F. L. Seidle (Eds.), <i>The Art of the State: Belonging? Diversity, recognition and shared citizenship in Canada</i> (pp. 489-545). Montreal, Quebec, Canada: Institute for Research on Public Policy. 	Quiz 1 due in class on July 4
Week 3 - July 11	Critical Race Theory <ul style="list-style-type: none"> • Delgado, R., & Stefancic, J. (2017). <i>Critical race theory: an introduction</i>, 3rd ed. New York University Press. – Chapters 1, 2, & 7 	Quiz 2 due in class on July 11

- July 13	<p>Intersectionality</p> <ul style="list-style-type: none"> Crenshaw, Kimberle'. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." University of Chicago Legal Forum 1989:139-67. Malone Gonzalez, S. (2022). Black girls and the talk? Policing, parenting, and the politics of protection. <i>Social Problems</i>, 69(1), 22-38. 	
<p>Week 4 - July 18</p> <p>- July 20</p>	<p>Social group identity and intergroup relations</p> <ul style="list-style-type: none"> Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate?. <i>Journal of social issues</i>, 55, 429-444. Jost, J. T., & Sidanius, J. (Eds.). (2004). <i>Political psychology: Key readings</i>. Psychology Press. --- Chapter 18 Abrams, D., & Hogg, M. A. (2006). <i>Social identifications: A social psychology of intergroup relations and group processes</i>. Routledge. --- Introduction & Chapter 1. <p>Midterm Exam</p>	<p>Quiz 3 due in class on July 18</p> <p>Midterm exam in class on July 20</p>
<p>Week 5 - July 25</p> <p>- July 27</p>	<p>Migration</p> <ul style="list-style-type: none"> Textbook, Ch 3: <i>The Dynamics of Nation Building: Indigenous/Settler Relations, French/English Relations, and Immigration in Historical Perspective</i> Textbook, Ch 4: <i>Immigration and the Canadian Mosaic</i> Bloemraad, I. (2012). Understanding "Canadian exceptionalism" in immigration and pluralism policy. <i>Rethinking National Identity in the Age of Migration</i>. Gütersloh, 145-170. <p>Forced Migration</p> <ul style="list-style-type: none"> Castles, S. (2003). Towards a sociology of forced migration and social transformation. <i>sociology</i>, 37(1), 13-34. Turton, D. (2003). Conceptualising forced migration. <i>Refugee Studies Centre</i>. Brücker, H., Rother, N., Schupp, J., von Gostomski, C. B., Böhm, A., Fendel, T., ... & Vallizadeh, E. (2016). Forced migration, arrival in Germany, and first steps toward integration. <i>DIW Economic Bulletin</i>, 6(48), 541-556. 	<p>Quiz 4 due in class on July 27</p>
<p>Week 6 - Aug 3</p>	<p>Islamophobia and Muslim Minorities</p> <ul style="list-style-type: none"> Kazemipur, A. (2014). <i>The Muslim question in Canada: A story of segmented integration</i>. UBC Press. ---- Chapter 1 Brym, R. (2020). <i>Racism, Islamophobia, Antisemitism, and the future of Canadian society: Proceedings from the fifth S. D. Clark Symposium on the future of Canadian society</i>. Oakville, ON: Rock's Mills Press. --- Chapter 2. Wilkins-Laflamme, S. (2018). Islamophobia in Canada: Measuring the realities of negative attitudes toward Muslims and religious discrimination. <i>Canadian Review of Sociology/Revue canadienne de sociologie</i>, 55(1), 86-110. 	
<p>Week 7 - Aug 8</p> <p>- Aug 10 (Last class)</p>	<p>Racial/Ethnic Tolerance</p> <ul style="list-style-type: none"> Bishop, A. (2015). <i>Becoming an ally: Breaking the concept of oppression in people</i>, 3rd ed. Fernwood Publishing. --- Chapter 5 Pettigrew, T. F. (1998). Intergroup contact theory. <i>Annual review of psychology</i>, 49(1), 65-85. <p>Group Presentations</p>	<p>Quiz 5 due in class on Aug 8</p> <p>Presentations and Quiz 6 due in class on Aug 10</p>
Aug 15	Final Paper	To be submitted by 9:00am on D2L

EXAMINATIONS

There will be no final exam for this class, as grades will be based on (1) quizzes, (2) midterm examination, (3) presentation, and (4) the final paper.

The purpose of the final paper is to assess your ability to incorporate the concepts and theories you learn in this course into an analytical essay. The students will work in groups (assigned by the instructor) to write a six-page essay for the final paper (see below for more details).

ASSESSMENT COMPONENTS

Quizzes (50%).

The course will have weekly quizzes (10% each) taken in class. Each quiz will be composed of 10-20 true/false and multiple-choice questions.

Quizzes will focus on material recently covered in class and will *not* be cumulative. There are six quizzes in this course in total. However, students can either miss one of the six quizzes without taking a make-up quiz or choose to have only their grades for the top five quizzes count towards their final grade. Hence, the quizzes will be worth 50% of a student's final grade.

Midterm exam (25%)

As per the schedule below, there is a midterm examination on July 20th. The examination will be in multiple choice and true/false format, and it will be cumulative in nature covering the content of the course from Week 1 to Week 4. The midterm examination will be worth 20% of the final grade.

Final paper (20%)

During the semester, students will be provided with a set of videos and/or newspaper articles on a series of topics about current racial/ethnic issues and debates in North America in general and in Canada in particular. These topics may include police violence against black men, the legacy of residential schools, the banning of Muslim women from wearing niqab/hijab, the unique burden of the COVID-19 pandemic on ethnic minorities, hostilities against the migration of Muslim, resentments about the critical race theory, etc. Students will select a topic (preferably one that interests most/all group members), and then they will analyze the content of the videos/articles related to that topic using the theories and concepts covered in the course. The purpose of the final paper is to assess students' ability to apply relevant concepts and theories and to critically analyze the issue from a sociological lens. Students may suggest a new topic, but they may consult with and seek the approval of the instructor during the course.

The final paper will be worth 20% of a student's final grade. A detailed rubric will be provided to students during the semester. All group members are expected to participate and have equal contribution to the writing of the final paper, and it is the students' responsibility to make sure that each member of their group does so. Hence, all members of a group will receive the same final score on their final paper.

Presentation (5%)

At the end of the semester, each group will be required to present their final paper to the class. The purpose of the presentations is threefold: (1) introduce the racial/ethnic issue each group has undertaken for analysis in their final paper; (2) present the concepts and theories they have used to explain the issue; (3) and demonstrate their presentation skills as well as their ability to communicate their knowledge of the issue and concepts/theories to an audience (i.e., the class). All group members are expected to contribute to the presentation. Since this is a group-based activity, all members of each group will receive the same score on their performance. The presentation will be worth 5% of a student's final grade.

Assessment Component	Due Date	Format	Weight
Quizzes	July 4; July 11; July 18; July 27; Aug 8; Aug 10	Multiple-choice and true/false in class	50%
Midterm exam	July 20	Multiple-choice and true-false in class	25%
Presentation	Aug 10	Group-based and in class	5%
Final paper	Aug 15 (at 9:00am)	Group-based, take-home, and essay-based	20%

MISSED OR LATE ASSIGNMENTS

As mentioned above, no make-up quiz will be offered during the course. Students are allowed to miss one of the six quizzes. Alternatively, if a student does not miss a quiz at all, only their top five grades will count towards their final grade.

If a student turns in a quiz partially completed, no additional aspects of the quiz will be accepted.

All students are expected to participate in the presentation of their final paper. If a student fails to participate in the presentation, they will lose the total grade for the presentation (i.e., 5% of the final grade).

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.

The final course grade is calculated based on student's grades on quizzes, midterm examination, presentation, and final paper.

EXPECTATIONS FOR WRITING

All written assignments (including the final paper) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic

Regulations, E. Course Information, E.2: Writing Across the Curriculum:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

1. **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
2. Final grades are not posted by the Sociology Department. They are only available online.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-procedure>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

ACADEMIC ACCOMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>). 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.

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/.

RESEARCH ETHICS

(if applicable) Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health 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. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright) 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 unauthorised 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student 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 supports 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 the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.