

DEPARTMENT OF SOCIOLOGY  
FACULTY OF ARTS  
UNIVERSITY OF CALGARY

## COURSE OUTLINE

COURSE/SECTION: SOCIOLOGY 467: 01 ETHNIC RELATIONS IN CANADA  
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: Tu.Th: after 2:30 by appointment

LECTURES: TuTh: 12:30 - 13:45 pm

LOCATION: SA 119

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

BLACKBOARD: <http://blackboard.ucalgary.ca> or [my.ucalgary.ca](http://my.ucalgary.ca)

### **COURSE DESCRIPTION:**

This course is an introduction to the structure of racialization and ethnicity in Canada with a primary focus on the structure of racial and ethnic inequality in Canadian society. Building upon the major sociological theories of race and ethnic relations learned in Sociology 375, this course examines the applications of these theories to Canadian social structures by looking at contemporary social research findings. These will include Ethnicity and ethnic pluralism (multiculturalism); Historic and contemporary perspectives on Immigration Patterns and Trends; Diaspora and Transnationalism. These will be examined not only from the demographic and sociological dimensions but also the social policy dimensions including inclusions and exclusions, media, and ethnic concentrations along with the dimensions structuring racial and ethnic inequality. In most cases, this course will cover the historical background to racial and ethnic cleavages, the social and political impacts of immigration and multiculturalism, and the diverse manifestations of racial and ethnic inequality. It is important that students explore the macro and micro level perspectives, views, paradigms of race, ethnicity, culture 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.

REQUIRED TEXT BOOK:

1) **Satzewich, Vic and Nikolaos Liodakis**

**2010 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 (2<sup>nd</sup> 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 **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**

### **2) 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**

### **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, a Term-Paper, and a Group Class Presentation**.

The Book Review, the 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 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 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**

**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

Week	Date	Required Readings (RR) Recommended Readings (REC) S & L=Satzewich & Liodakis) S= Simmons; Hier & Bolaria=HB; McMullin=M Zawilski= Z
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  HB – Part IV ( Sixteen)
10	Nov. 12 & 14	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

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

<i>Assignment</i>	<i>Due Date</i>	<i>% Grade</i>
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Book Review	Tues. Oct. 15	30 %
Term Paper	Thursday, Nov. 21	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 with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 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 the student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.

**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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