COURSE/SECTION: SOCIOLOGY 400 –A: ETHNIC RELATIONS IN CANADA
UofC EQV SOCI 467

SESSION: Fall 2015
INSTRUCTOR: Dr. Amal Madibbo
OFFICE: 2506F
CONTACT: Email: amadibbo@ucalgary.ca
OFFICE HOURS: Th: 11:10 - 12:10 or by appointment
LECTURES: Th: 13:30 - 16:30
LOCATION: Room 2208

UofC SOCIOLOGY WEBSITE: http://soci.ucalgary.ca/

D2L:https://d2l.ucalgary.ca/d2l/ or my.ucalgary.ca

COURSE DESCRIPTION:

This course is an introduction to the structure and form of racialization and ethnicity in Canada with a primary focus on structure inequality in Canadian society. Building upon the major theories of race and ethnic relations learned this course examines these theoretical applications to Canadian social structures by looking at contemporary social research findings. This course has three main parts. The first part is a focus on the Quebec question, and ethnic pluralism (multiculturalism) where not only the demographic and sociological dimension will be examined but also the social policy dimensions. The second part explores immigration and its debates and issues. The third part examines structural racial inequality in Canada where insertions and exclusions, media and minorities, and ethnic enclaves are examined 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. Further, interwoven throughout each of these three parts there will be a more micro level assessment and exploration of how students, from a wide variety of backgrounds, view and express notions of race, ethnicity, culture and identity.

The class format is primarily organized around lectures and discussions of the assigned readings. As well there will, on occasions, be a DVD/video documentaries. The major goal of this course is the understanding and analysis of a sociological literature on ethnic and racial inequality in Canada. Students will be asked to demonstrate their understating by writing two tests, a term paper outline and a final term paper, a group presentation and individual presentation, and in-class participation.
COURSE REQUIREMENTS AND STUDENT EVALUATION:

The final grade for this course will be based on one (1) mid-term exam, a final exam, a group presentation, a term-paper outline, and a major term paper.

1. Tests

The first test will be held in class on Oct 1st.
The second test will be in class on December 10th.
These tests are based on required readings, lecture notes, and documentaries we watch in class. These tests are not cumulative and will consist of short answer questions, multiple choice questions and short-essay questions.

2. Term Paper Outline

A term paper outline of one (1) double-spaced pages (12 font), not including the bibliography and the title page, is due on Oct 29th. The term paper outline identifies the research topic you select for the major term paper, your main argument, your research questions and how you plan to conduct your research. It also includes a bibliography (a list of 4-6 sources you plan to use). The sources may include book chapters, journal articles, one (1) internet source, one (1) newspaper article or one (1) film/documentary. The bibliography incorporates one to two (1-2) sources from the assigned readings.

3. Major Term Paper

A major term paper of 8-10 double-spaced pages (12 font), not including the bibliography and the title page, is due on December 10th. You must choose a topic relevant to ethnic relations in Canada. Your topic can be on, but does not have to be limited to, any issue or debate we cover in class.

Your paper needs to include:

1. A Title Page: Consists of your name and student number, the topic’s title, the course’s 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. Incorporates the relevant literature review. You need to be analytical (not simply describing real social events and issues, but explaining why and how they occur). Use sociological theory. Don’t use theories from other disciplines such as psychology.

4. A Conclusion: Summarizes the topic discussed and the findings of your research.
5. **A Bibliography**: A list of the sources used in the paper (6-9 sources). Incorporates three to four (2-3) relevant course readings.

**Referencing**: Paper 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**: Abu Laban (2006) found that settlement and integration are 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**:


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 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.

4. **Group Presentation**

A twenty to thirty (20-30) minute power-point presentation of one of the documentaries that will be watched in class. Presentations will be done by small groups. Students need to formulate and reply to 3-4 questions related to the documentaries. The questions and answers need to be relevant to the course materials and discussions. The groups will be assigned by the instructor.
5. **Individual Presentations**

A ten to twelve (10-12) minute individual presentations will be done on Nov 5th. The presentations will focus on local (Red Deer and surroundings) organizations that offer service or deal with immigrants and refugees. The students will offer a general overview of the organization (history, structure, services) and assess the relevance of the organization to two themes that are discussed in the course’s materials.

6. **The in-class Participation** consists of class discussion and small group work. It is important that you read the assigned readings before you come to class.

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

<table>
<thead>
<tr>
<th>Assignment / Exams</th>
<th>Due Date</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>Oct 1</td>
<td>20 %</td>
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<tr>
<td>Test 2</td>
<td>December 10</td>
<td>19 %</td>
</tr>
<tr>
<td>Term Paper Outline</td>
<td>Oct 29</td>
<td>06 %</td>
</tr>
<tr>
<td>Final Term Paper</td>
<td>December 10</td>
<td>30 %</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>TBA</td>
<td>10 %</td>
</tr>
<tr>
<td>Individual presentations</td>
<td>November 5</td>
<td>05 %</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Throughout the semester</td>
<td>10%</td>
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</tbody>
</table>

7. **Letter Grade Assignment**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>95 - 100</td>
<td>C+</td>
<td>67 – 71.9</td>
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<tr>
<td>A</td>
<td>90 – 94.9</td>
<td>C</td>
<td>63 – 66.9</td>
</tr>
<tr>
<td>A-</td>
<td>85 – 89.9</td>
<td>C-</td>
<td>59 – 62.9</td>
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<tr>
<td>B+</td>
<td>80 – 84.9</td>
<td>D+</td>
<td>54 – 58.9</td>
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<tr>
<td>B</td>
<td>76 – 79.9</td>
<td>D</td>
<td>50 – 53.9</td>
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<td>B-</td>
<td>72 – 75.9</td>
<td>F</td>
<td>00 – 49.9</td>
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**Grade Reappraisal**: Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one’s mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a reconsidered mark may be raised, lowered, or remain the same.

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

**Deferrals**: If possible, please provide advance notice to the instructor if you are unable to write an exam or complete/turn-in assignments 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 health issue 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 Department of Sociology. Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s 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).

**Academic Accommodation and Academic Resources on Campus**: Students should be aware that Personal Counselling, Career, Learning, and Disability Services are provided by RDC. Students may inquire about locations at the Information Desk. It is the student’s responsibility to discuss their specific learning needs with the appropriate service provider.

**Learning Support** (Library: 403-342-3264, help_learn@rdc.ab.ca)

• **Writing Skills Centre** (writingskills@rdc.ab.ca)

• **Math Learning Centre** (math concepts and advanced theoretical math)

• **Learning Strategies** (note-taking, studying and exam-writing strategies)

• **Peer-Assisted Study / Tutoring** (one-on-one tutoring by students)

**Disability Services** (Library: 403-357-3629, disabilityservices@rdc.ab.ca)

• Coordination of services (tutoring, alternate format text, note-taking and so on.)

• Academic accommodations, including exam accommodations

**Counselling and Career Centre** (Room 1402: 403-343-4064, counselling@rdc.ab.ca)

**Student Behavior and the Classroom Environment**: It is the student’s responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the instructor. It is important that students contribute positively to the classroom environment. Students are expected to conduct themselves in a responsible, mature and respectful manner. That includes arriving to class on time, not engaging in disruptive behavior (e.g. chatting, talking out of turn, text messaging, etc.) and treating other students
and the instructor with respect and dignity. Students who disrupt the class may be asked to leave.
The use of cellular phones and other electronic devices is strictly prohibited unless it can be shown that their usage is for class purposes. Students using these types of devices in an inappropriate manner may be asked to leave.
Students are expressly forbidden from using electronic devices such as cell phones or MP3 players during examinations or quizzes. If a student is caught using any such device during an examination or quiz that student will receive a grade of zero for that examination or quiz. Further disciplinary actions may also be taken in consultation with the department chair.
Students should be familiar with what constitutes misconduct, as well as its consequences. This may include academic misconduct, the most common of which are plagiarism and cheating, or non-academic misconduct, where student behaviour is deemed unsafe or disruptive. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. Students should familiarise themselves with the Policy on Student misconduct: academic and non-academic. Penalties for such misconduct range from academic sanctions on assignments or a course to removal from the College. Students should refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Policy should they have questions or concerns about the course outline that cannot be resolved with the instructor.

COURSE READINGS

REQUIRED TEXTBOOKS:


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The course’s additional required readings are posted on the Soci 467 Desire 2 Learn (https://d2l.ucalgary.ca/d2l/home/102859) or my.ucalgary.ca

CLASS SCHEDULE OF TOPICS AND READING ASSIGNMENTS

Week 1: Introduction: Meaning & Conception & the Quebec Question

Sept 10 Introduction to course and review of syllabus

Hier, S., and Bolaria, B. “Articulations of Race and Gender - Introduction” (pp. 171-173)

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Week 2: The Canadian Multiculturalism: Meanings & the Policy 1
Sept 17

Textbook

Textbook

Week 3: The Canadian Multiculturalism: Meanings & the Policy 2
Sept 24 Reactions to Multiculturalism

& Students Presentation about the documentary

Week 4: Immigration in Canada 1
Oct 1 – Test 1

Week 5: Immigration in Canada 2
Oct 8


& Students Presentation about the documentary

Week 6: The Social Impacts of Multiculturalism & Immigration 1
Oct 15 Transnationalism

**Week 7: The Social Impacts of Multiculturalism & Immigration 2**

Oct 22 **Security and securitization**


& **Students Presentation about the documentary**

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**Week 8: The Social Impacts of Multiculturalism and Immigration 2**

Oct 29 **Ethnic Enclaves**


& **The Media**


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**Week 9: The Social Impact of Multiculturalism and Immigration 3**

Nov 5 **Community Organizations**

Couton, Ph. 2014. *Ethnocultural Community Organizations and Immigrant Integration in Canada*. Institute for Research on Public Policy (IRPP) Study 47. Montreal, Quebec.

**Permission: Link Only**


& **Students Individual Presentations**

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**Nov 12-13 Reading Days – No Classes**

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**Week 10: Ethnicity and social in/equalities 1**

Nov 19


**Database: GALE, Permission: Link only**

[http://go.galegroup.com/pss/i.do?id=GALE%7CA165574737&v=2.1&u=ucalgary&it=r&p=AONE&sw=w&asid=9da3f164846c1eb39607c36f87e71fcc](http://go.galegroup.com/pss/i.do?id=GALE%7CA165574737&v=2.1&u=ucalgary&it=r&p=AONE&sw=w&asid=9da3f164846c1eb39607c36f87e71fcc)

& **Documentary** – Karen, Ch. 2004. In the shadow of gold mountain (43 minutes). Ottawa: National Film Board

& **Students Presentation about the documentary**
**Week 11: Ethnicity and social in/equalities 2**
Nov 26

**Week 12: What is to be done?**
Dec 3
Lecture notes – No readings assigned

**Week 13: What is to be done?**
Dec 10
Test 2
& Lecture notes – No readings assigned

**Term Paper due Dec 10**