



# UNIVERSITY OF CALGARY

Fall 2019

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: SEMINAR IN SOCIOLOGY OF ETHNIC RELATIONS			
Course Number	Soci 504.1		
Pre/Co-Requisites			
Instructor Name	Dr. Pallavi Banerjee	Email	pallavi.banerjee@ucalgary.ca
Instructor Email Policy	<p>Students can contact me over email ONLY to make appointments or in case of an <b>emergency</b>. Please put your course number and section (Soci <b>504.1</b>) in your email's subject line, <b>and include a proper salutation (Dear/Hello, Dr/Professor Banerjee)</b>, your full name, student ID, and a <b>proper closing</b> to the email. <i>Emails violating customary email conventions will be ignored.</i> All other emails will be answered within one to two business days. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams, know that I <b>do not</b> discuss marks over email – any questions regarding marks needs to be addressed face-to-face. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. <i>Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss.</i> <b>Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.</b></p>		
Office Location	SS926	Office Hours	Tuesdays, 1:00-2:00 p.m. and by appointment. Here's a link to my calendar where you can book appointments with through the available time-slots: <a href="https://drbanerjeeucalgary.youcanbook.me">https://drbanerjeeucalgary.youcanbook.me</a>
Telephone No.	403-220-6511		
Class Dates	Tuesdays: September 10 – December 4		
Class Times	9:30 a.m. – 12:15 p.m.		
Class Location	<b>SS 921</b>		

## Course Description

This is a graduate-level seminar focused on the study of race and ethnicity in sociology. Our aim is to cover the core themes in this area, reading from both the established canon and emerging classics. We will also review many of the ongoing debates on the nature of race and ethnicity, racial oppression, immigration and migration, inequalities, and racialized identities. A vast field at the very foundations of North American sociology, in this course we will cover some of the central theoretical and thematic debates that have characterized the study of race and ethnicity in the discipline. The course will move to examine what the study of race, ethnicity and immigration in sociology should look like in the 21<sup>st</sup> Century in North America and globally. We will become familiarized with the central threads in the study of sociology and identify gaps, particularly as they are relevant for the academic and social sphere of today. The course also makes a nod towards public sociology, aiming to consider how the study of race and ethnicity is related to its experience; that is, how is the study of race and ethnic relations in sociology and by sociologists connected to and relevant to what is happening “outside” the halls of academia. Questions of epistemology, methods, value, and activism(s) in the study of race in Sociology will be underscored throughout.

## Course Objectives/Learning Outcomes

At the end of the course, you should be able to:

- critically read, analyze and write about racial and ethnic relations with a sociological lens
- to identify some of the major debates that have dominated the study of race and ethnicity in sociology
- analyze the intersection of race and ethnicity with other axes of inequality such as gender, class, nationhood, sexuality
- apply course material to real world and daily life examples of local and global ethnic issues
- apply critical race and migration theories and research to a topic of your choosing to advance understanding of race and racialization in that context.

## Required Textbooks, Readings, Materials, Electronic Resources

We will read articles (copyrighted links provided on D2L), selected chapters from books, pdfs of which are available through D2L, and three excellent books. I have kept books to a minimum to increase the diversity of who you read. You should try to find the three books ASAP. They are available on amazon.ca or the University bookstore (each for \$10-\$30) and at least one can be read online through the UofC library. These are mostly foundational books and should be added to your own collection. In addition, I have listed some “suggested” readings for most topics—you are not required to read these books/articles or use them for your weekly papers, but you should read them if you are preparing to become an expert in the field.

### BOOKS

- Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge
- Lipsitz, George. 2006. *The Possessive Investment in Whiteness: How White People Benefit From Identity Politics*. Philadelphia: Temple University Press.
- Ray, Ranita. (2017). *The making of a teenage service class: Poverty and mobility in an American city*. University of California Press.

## Methods of Assessment and Grading Weights

## ASSIGNMENTS AND GRADES

1. Reading and Participation	15%
2. Weekly Reading Reflections	20%
3. Class facilitation	15%
4. Peer workshops	15%
5. Final paper (15-18 double-spaced pages for 504 students, 18-20 double-spaced pages for MA students and 20-25 pages for PhD students)	33%
6. One compulsory Individual meeting with the instructor about final paper	2%
<b>TOTAL</b>	<b>100%</b>

## DETAILS OF SEMINAR REQUIREMENTS

### 1. Reading and Participation 15%

This is a graduate seminar, and I want all of us to get as much out of it as we can. Thus, we will generally read about 100-200 pages of scholarly material per week. It's important that you keep on top of the reading. We will discuss how to read in the first day of class. As you read through materials for this seminar, I strongly encourage you to ask how whatever it is we are reading might add to or enhance your research goals and interests. In some instances, these connections will be obvious, and in other instances, my hope is that you are pleasantly surprised as you see your work and thought influenced by our seminar readings.

Student participation is required, **not optional**, in this graduate seminar. I will **not** be lecturing. Instead, we will all learn from one another. If you miss a seminar session or regularly arrive late, it will be impossible for you to earn an "A" in this seminar unless you have official documentation that speaks to a reasonable excused (or late) absence. I will assess seminar participation in a number of ways regular, active, thoughtful, and meaningful participation.

Reading at the graduate level is a skill that most of us need to develop. Part of the reading assignment for this class is also geared towards helping you learn to read at the graduate level. In each class we will do close reading of parts of the texts assigned to you as well as unpack key concepts. In order to do this you have two weekly assignments beyond reading the materials:

- a) Each student will be required to post key concepts and ideas from each of the readings on D2L by , Monday 5:00 p.m. All I am expecting here is for you to identify the key concepts and constructs in readings in the form of one or two words or phrases. Nothing intense.
- b) Bring to every class **one to two paragraphs** highlighted from at least two of the assigned articles or the assigned book that either spoke to you or more importantly, you did not quite get and would like to go over. We will do a 10-minute group reading of these paragraphs and then discuss the materials.

### 2. Weekly Reading Reflection Papers (20%):

You must submit typed and double-spaced two page papers every week by noon on Monday. These papers

must include a summary of the main analytic points; comparisons/connections between ALL readings (when more than one); and a paragraph posing questions for the upcoming class, and one paragraph identifying what is missing from the literature. If you are **enrolled in Soci 504**, you are entitled to skip four reflection papers without penalty during the semester. Additionally, Soci 504 students are entitled to **not include one reading per week** in your reflection papers **for those weeks that have more than three readings** and, for weeks where you have to read a book and an article, you are entitled to not include the article in your reflection papers.

**IMPORTANT NOTE:** **Not submitting a reflection paper for a week or not including an article in your reading reflection paper DOES NOT mean you are excused from reading the material you have not included in your reflection paper. You still are expected to come to class having read all the assigned readings for the week no matter what level in the course you are at.**

### **3. Class Facilitation (7.5% \*2 times = 15%)**

This is a graduate-level seminar, and every student will be responsible to co-facilitate TWO class sessions starting our second class-session with another student.

Note: On the first day of class, I will ask you to fill out a form stating (in order of preference) at least 5 seminar sessions you are interested in facilitating. Please come to the first class with your preferences in mind. I will do my best to accommodate your preferences. Once I hear back from you, I will assign facilitators on the course outline and reload the version on D2L. I will email (and post on D2L) the facilitation schedule by 5.00 pm on Wednesday, September 13th. When it is your turn to facilitate a discussion, you will carefully prepare a brief outline of the main arguments for each week's readings.

Your brief outline (not more than one single-spaced page) will need to include the following:

1. What is the authors' research question(s)?
2. What evidence does the authors use to support their argument?
3. Does the author successfully answer their research question? Why or why not?
4. Write **at least two** questions for the class that will allow the class to explore the relationship between the authors' theories, concepts, and data.

Your outline must be submitted to me via D2L (Dropbox) 24 hours before our seminar begins (Monday 9.30 am). You are required to submit **one** outline between the two facilitators but I expect you to work together on it.

**Please make sure to bring the outline to class to begin the class discussions.**

These outlines are pass or fail, but I will not accept them if they aren't turned in on time—in which case you will receive a "2.5" for that particular facilitation. The total grades for facilitation will be based on both the outline and in-class facilitation.

**Tip:** *Do NOT miss the reading reflections for the week of your facilitation. It is basically the same write-up as your facilitation write-up.*

### **4: Peer Workshop I-III (5% x 3 times = 15%)**

The goal of these workshops is to both acquaint you of the peer review process in academia and to help you workshop your final project for the course.

**Workshop I: Oct 1 due:** For your first workshop, you will bring the rough outlines/abstracts of your final project to class. These should be no more than 250 words. In this you will outline your topic for your research paper and your plans for tackling the topic or making it into a paper. Based on the topic of your project, I will put you in a workshopping group after Oct 1.

**Workshop II: Oct 29 due.** Choose one journal article or a book that is the most important to your project and write 1 single-spaced memo about how your project builds upon, extends, or critiques this article theoretically and/or empirically. You will be sending your group and I the section on Thursday (on Oct 24) before the workshop, by noon. Your group and I will read the workshop materials before coming to class. You will work in your groups and you will be providing detailed feedback to each other on their write-up. You will have time in class to formulate verbal feedback for each other in class and discuss them. Everyone will have a chance to respond to the feedback. Please use the feedback you receive in this workshop to strengthen the workshopped sections of your final paper. We will use half of the class time for this exercise.

**Workshop III: Nov 19.** For your final workshop, you will prepare one finished section of your final project – this could be the introduction, the literature review, or the methodology section if you have one. My suggestion is you prepare that section from your papers for the workshop that you are struggling with the most. You will be sending your group and me the section on Thursday, (on Nov 14) before the workshop, by noon. Your group and I will read the workshop materials before coming to class. You will work in your small groups and you will be providing detailed feedback to each other on their write-up. You will have time in class to formulate verbal feedback for each other in class and discuss them. Everyone will have a chance to respond to the feedback. Please use the feedback you receive in this workshop to strengthen the workshopped sections of your final paper. We will use half of the class time for this exercise.

Please bring enough hard copies of your workshop write-ups – one for me, one for yourself and for your peer reviewers.

The grades for each workshop will be on a scale of 3 – Good, Satisfactory and Unsatisfactory and will depend on both your workshop material and participation in feedback.

### **5. Seminar Paper 35% (2% for meeting with the professor, 5% for the outline/abstract and 28% for the final paper)**

Those students registered for Soci 504.1, you will submit a paper that is 15-18 pages, must be typed and double-spaced (references included). The goal of this assignment is so that you can in some ways move your work forward. You have two options for the seminar paper.

- 1. Compare, contrast, and criticize four or more authors we read in our seminar using other authors, ideas and concepts in the field of racial and ethnic relations.*
- 2. Use course themes, concepts, and theories to expand upon some empirical problem (your own research). This can be a literature review to answer an empirical question or a full empirical paper if you have data.*

For both options, you should include some readings from the class, but most research must come from your independent review of the literature. You may use no fewer than 10 sources. The literature review could be relevant to your thesis or dissertation, or the beginning of a project you intend to develop. You may not use a literature review produced for another course or one you have already prepared for your thesis or dissertation. Remember, a literature review constructs a narrative of the topic. Do not simply provide

summaries of individual readings. Instead, identify the major themes and claims in the literature, common methods and methodologies, strengths and limitations to make an argument about where your interests, curiosities and niche lies in the literature. **My advice would be to choose #2 because it will allow you to get ahead in your own projects.**

It can be quite daunting to write a 15 to 25-page paper from scratch. Thus, we will break down this big task into a series of smaller tasks:

1. By **5 p.m. on Monday, October 7th**, you will need to submit an outline/abstract of your option and where you might be headed with such option. Think of it as an abstract for your paper. Please include the feedback you receive in your Workshop 1 to rework your abstracts/outlines before submitting them to me. You can submit this on Dropbox on D2L. (5% of grade)
2. By **4pm on, October 15th**, please schedule a 15-minute appointment with me at <https://drbanerjeeucalgary.youcanbook.me>. At this appointment, we will discuss how your seminar paper is going. Your meeting must occur no later than **November 25th**. (2% of the grade)
3. Your final seminar paper is due anytime between last day of classes on dropbox by 5:00 p.m. on **December 17th Tuesday and no later** (28 % of the grade)
4. Late papers will be subjected to 5% grade reductions for each day after the deadline.
5. If you wish to receive feedback on your paper and incorporate that feedback before your final submission, your deadline for submitting me the full paper is **Nov 15th** over email or earlier. Please give me a hard copy as well as email me your papers by the deadline. I will send you feedback within a couple of weeks and will also indicate the grade you received on the draft (that will not be your final grade) and what you will need to do for your paper to be an A+ paper.

## 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.

## Grade Reappraisal

Within two weeks of the date the 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 re-assessed grade may be raised, lowered, or remain the same

## Technology Use

To minimize disruption in the classroom, all cell phones; tablets and other electronic devices must be turned OFF during class unless otherwise instructed. Laptops are permitted in the classroom BUT ONLY to take notes. Research has shown that laptops bring down your own and your classmates performances and grades (I have posted the research on this on D2L under "Useful Links").

## Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **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

3. Final grades are not posted by the Sociology Department. They are only available online.

## Schedule of Lectures and Readings

(Tentative and Subject to Change)

### UNIT 1: Theoretical Approaches

#### Sep 10: Week 1: Course Introduction – Questioning the Canons

Frazier, E. Franklin. 1947. "Sociological Theory and Race Relations." *American Sociological Review*. 12(3): 265-271

Dubois, W.E.B. [1903] 1989. *The Souls of Black Folk*. New York: Penguin Books. "Forethought" and Chapter 1, pp. 18 pages

Aldon Morris, *The Scholar Denied. W.E.B. Dubois and the Birth of Modern Sociology*, University of California Press - Chapters 5 and 6 (Read one of the chapters at least)

Baldwin James: A letter to my Nephew on the One Hundredth Anniversary of the Emancipation:

[http://wwhsadams.pbworks.com/w/file/attach/104073069/Dungeon\\_nephew\\_se.pdf](http://wwhsadams.pbworks.com/w/file/attach/104073069/Dungeon_nephew_se.pdf)

#### **Suggested Readings:**

Park, Robert T. 2014. "Racial Assimilation in Secondary Groups With Particular Reference to the Negro." *American Journal of Sociology*, Vol. 19, No. 5, pp. 606-623

Weber, Max. [1922] 1978. *Economy and Society*. Berkeley: University of California Press, vol. 1 pp. 341-348, 385-398.

Steinberg, Stephen. 2007. *Race Relations: A Critique*. Stanford: Stanford University Press.

Harris, Cheryl. 1993. "Whiteness as Property," *Harvard Law Review*, Vol. 106, No. 8 (Jun), pp. 1707-1791 (Reprinted in *Critical Race Theory: The Key Writings that Formed the Movement*).

Kivisto, Peter. 2004. "What is the canonical theory of assimilation?." *Journal of the History of the Behavioral Sciences* Vol. 40, No. 2, pp. 149-163.

#### Sep 17: Week 2 - Theorizing Colonialism

Fanon, Franz. [1952] 1982. *Black Skin, White Masks*. New York: Grove Press. Chapter 1, pp. 17- 40.

Go, Julian. 2013. "For a postcolonial sociology." *Theory and Society* 42(1): 25-55.

Amadahy, Zainab, and Bonita Lawrence. 2009. "Indigenous Peoples and Black People in Canada: Settlers or Allies?" In: *Breaching the Colonial Contract*. Springer Netherlands. 105-136

Lawrence, Bonita and Enakshi Dua. 2005. "Decolonizing Antiracism." *Social Justice* Vol. 32, No. 4, pp. 120-143.

***Suggested Readings:***

Linda Tuhiwai Smith's. 2013. *Decolonizing Methodologies: Research on Indigenous Peoples*. Zed Books Ltd., Chapter 1.

Said, Edward W. *Orientalism*. Vintage, 1979. "Introduction", pp. 1-28

Dikötter, Frank. 2008. "The racialization of the globe: an interactive interpretation." *Ethnic and Racial Studies* 31.8: 1478-1496.

Watts, Vanessa. 2013. "Indigenous place-thought and agency amongst humans and non humans (First Woman and Sky Woman go on a European world tour!)." *Decolonization: Indigeneity, Education & Society*, 2(1).

**Sep 24: Week 3 - Intersectionality**

Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge [BOOK]

Stasiulis, D., & Yuval-Davis, N. (Eds.). (1995). "Introduction." *Unsettling settler societies: Articulations of gender, race, ethnicity and class* (Vol. 11). Sage. 1-38 (ebook available through U of C library)

***Suggested Readings:***

Bilge, S., & Denis, A. (2010). Introduction: Women, intersectionality and diasporas. *Journal of intercultural studies*, 31(1), 1-8.

Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, 6: 1241-1299

Romero, Mary. (2017). *Introducing intersectionality*. John Wiley & Sons.

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**UNIT 2: Social Construction of Race and Ethnicity**

**Oct 1: Week 4 – Racial Formation Theory and Constructions of Ethnicities I**

***Workshop 1: please follow associated deadlines***

Omi, Michael and Howard Winant. 2015. "The Theory Racial Formation", Chapter 4 in: *Racial Formation in the United States*. New York: Routledge/Taylor & Francis Group, 2015. Third edition.

Golash-Boza, T. (2016). A Critical and Comprehensive Sociological Theory of Race and Racism. *Sociology of Race and Ethnicity*, 2(2), 129–141.

Feagin, Joe, and Sean Elias. 2013. "Rethinking Racial Formation Theory: A Systemic Racism Critique." *Ethnic and Racial Studies* 36.6 (2013): 931-960.

Bonilla-Silva, Eduardo. 1996. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62:465-80.

### **Suggested Readings:**

Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of US Race and Gender Formation." *Sociology of Race and Ethnicity* 1(1): 52-72.

Mills, Charles. 2003. "White Supremacy as a Sociopolitical System: A Philosophical Perspective." Chapter 3 in: Doane and Bonilla-Silva, *White Out: The Continuing Significance of Racism*, McGill-Queen's University Press, pp. 35-48.

## **Oct 8: Week 5 - Racial Formations and Constructions of Ethnicities II**

Cornell, Stephen and Douglas Hartmann., 1998. "Mapping the Terrain: Definitions," Pp. 15-38 in *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks, CA: Pine Forge Press.

Perry, Pamela. 2001. "White Means Never Having to Say You're Ethnic: White Youth and the Construction of 'Cultureless' Identities." *Journal of Contemporary Ethnography* 30(1): 56-91.

Winter, Elke. 2015. "Rethinking Multiculturalism After its 'Retreat:' Lessons From Canada." *American Behavioral Scientist* 59(6): 637-657.

Zulema Valdez & Tanya Golash-Boza (2017) Towards an intersectionality of race and ethnicity, *Ethnic and Racial Studies*, 40:13, 2256-2261, DOI: 10.1080/01419870.2017.1344277

### **Suggested Readings:**

Waters, Mary C. *Ethnic options: Choosing identities in America*. University of California Press, 1990.

Wimmer, Andreas. 2013. *Ethnic Boundary Making: Institutions, Power, Networks*. Oxford University Press.

Kymlicka, Will. 2012. *Multiculturalism: Success, Failure, and the Future*, Migration Policy Institute.

<http://www.migrationpolicy.org/pubs/Multiculturalism.pdf>

## **Oct 15: Week 6 - Interrogating Whiteness**

Ahmed, Sara. (2007). "A phenomenology of whiteness." *Feminist theory*, 8(2), 149-168.

Lipsitz, George. 2006. *The Possessive Investment in Whiteness: How White People Benefit From Identity Politics*. Philadelphia: Temple University Press. [BOOK]

### **Suggested Readings:**

Maghbouleh, N. (2017). *The limits of Whiteness: Iranian Americans and the everyday politics of race*. Stanford University Press.

Lewis, Amanda E. 2004. "What Group?: Studying Whites and Whiteness in the Era of Color-Blindness." *Sociological Theory* 22:623-646.

Roediger, David R. *The wages of whiteness: Race and the making of the American working class*. Verso, 1999.

### **Unit 3: Immigration, and Racialization**

#### **Oct 22: Week 7 - Citizenship, Immigration and Stratification**

Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. 2008. "Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state." *Annual Review of Sociology* 34, pp. 153–79

Kazemipur, A. (2018). Religion in Canadian Ethnic Landscape: The Muslim Factor. In *Immigration, Racial and Ethnic Studies in 150 Years of Canada* (pp. 261-280). Brill Sense.

Creese, Gillian. (2019). "Where are you from?" Racialization, belonging and identity among second-generation African-Canadians. *Ethnic and Racial Studies*, 42(9), 1476-1494.

Bauder, H. (2013). Why we should use the Term illegalized immigrant. *RCIS Research Brief*, 1.

Lightman, N., & Gingrich, L. G. (2013). The intersecting dynamics of social exclusion: age, gender, race and immigrant status in Canada's labour market. *Canadian Ethnic Studies*, 44(3), 121-145.

### **Suggested Readings:**

Guo, Shibao, and Lloyd Wong. "Immigration, Racial and Ethnic Studies in 150 Years of Canada: An Introduction." In *Immigration, Racial and Ethnic Studies in 150 Years of Canada*, pp. 1-17. Brill Sense, 2018.

Mackey, Eva. *House of difference: Cultural politics and national identity in Canada*. Routledge, 2005.

#### **Oct 29: Week 8 - Assimilation/Integration and its Critique**

#### **Workshop II: follow associated deadlines**

Li, Peter. S. (2003). Deconstructing Canada's discourse of immigrant integration. *Journal of International Migration and Integration/Revue de l'integration et de la migration internationale*, 4(3), 315-333.

Waters, Mary C., Van C. Tran, Philip Kasinitz, and John H. Mollenkopf. (2010) "Segmented assimilation revisited: Types of acculturation and socioeconomic mobility in young adulthood." *Ethnic and racial studies* 33: 7): 1168-1193.

Banerjee, Pallavi. (2019). Subversive Self-Employment: Intersectionality and Self-Employment Among Dependent Visas Holders in the United States. *American Behavioral Scientist*, 63(2), 186-207.

Garner, S., & Selod, S. (2015). The racialization of Muslims: Empirical studies of Islamophobia. *Critical Sociology*, 41(1), 9-19.

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**Unit 4: Inequities and Racialization**

**Nov 5: Week 9 – Interpersonal and Institutional Racism**

Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." *Signs* 18(1): 1-43

Feagin, Joe. 1991. "The Continuing Significance of Race: Anti-Black Discrimination in Public Places." *American Sociological Review* 56: 101-116.

Denis, Jeffery. S. (2015). Contact theory in a small-town settler-colonial context: The reproduction of laissez-faire racism in Indigenous-white Canadian relations. *American Sociological Review*, 80(1), 218-242.

Ray, Victor. (2019). A theory of racialized organizations. *American Sociological Review*, 84(1), 26-53.

**Nov 12: Week 10 - FALL BREAK – NO CLASSES**

**Nov 19: Week 11 - Race and Social Stratification**

***Workshop III: please follow associated deadlines***

Ray, Ranita. (2017). The making of a teenage service class: Poverty and mobility in an American city. University of California Press.

Branigan, Amelia R., Christopher Wildeman, Jeremy Freese, and Catarina I. Kiefe. "Complicating colorism: Race, skin color, and the likelihood of arrest." *Socius* 3 (2017): 2378023117725611.

**Nov 26: Week 12 - Global Dimension of Racial Inequality**

Bailey, Stanley. R. (2008). Unmixing for race making in Brazil. *American Journal of Sociology*, 114(3), 577-614.

Banerjee, Amrita. (2014). Race and a transnational reproductive caste system: Indian transnational surrogacy. *Hypatia*, 29(1), 113-128.

Romero, Mary. (2018). Reflections on Globalized Care Chains and Migrant Women Workers. *Critical Sociology*, 44(7-8), 1179-1189.

De Genova, Nicholas. (2018). The “migrant crisis” as racial crisis: Do Black Lives Matter in Europe?. *Ethnic and racial studies*, 41(10), 1765-1782.

### Dec 3: Week 13 - Critical Diversity and Decolonial Discourse

Sharma, Nandita, and Cynthia Wright. 2008. "Decolonizing resistance, challenging colonial states." *Social Justice* 35(3): 120-138.

Julian Go, “The Case for Scholarly Reparations,” *Berkeley Journal of Sociology*  
<http://berkeleyjournal.org/2016/01/the-case-for-scholarly-reparations/> (short piece)

Tanehsi Coates, “The Case for Reparations,” *The Atlantic*  
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/> (short piece)

Bell, Joyce M. and Douglas Hartmann. 2007. “Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of ‘Happy Talk.’” *American Sociological Review* 72(6): 895-914

Collins, Sharon. 2011. “Diversity in the Post Affirmative Action Labor Market: A Proxy for Racial Progress?” *Critical Sociology* 37(5): 521-540.

**Week 14 - [End of classes – Celebration and wrap-up happy hour – Day/date TBA (we’ll doodle this)]**

### Summary of Deadlines

<b>Tasks</b>	<b>Deadlines</b>
<b>Facilitations</b>	<b>Please see the course calendar for your facilitation day</b>
<b>Reading Reflections</b>	<b>Monday noon every week</b>
<b>Workshop 1</b> - Bring your outlines/abstracts for your final project to class	<b>Oct 1</b>
<b>Research Paper Outline</b> - Email research paper outline/abstract to professor	<b>Oct 7th, 5:00 p.m.</b>
Send the write up for <b>Workshop 2</b> . Group please read the write-up before class	<b>Oct 24<sup>th</sup>, noon</b> <b>Actual workshop in class on Oct 29</b>
Send one section of your final papers for	<b>Nov 14<sup>th</sup>, noon</b>

<b>Workshop 3.</b> Group please read the write-up before class	<b>Actual workshop in class on Nov 19</b>
<b>Submit full research paper draft to me (Prof.) for feedback (optional)</b>	<b>By Nov 15 or earlier</b>
<b>I will send feedback on paper drafts</b>	<b>By Dec 7</b>
<b>Final Papers due on D2L Dropbox</b>	<b>Dec 17, 2019 by 5:00 p.m.</b>

## Research Ethics

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 Faculty 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.

## Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) 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 unauthorized 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.

## Instructor Intellectual Property

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

## Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

## Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

**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 can be found at:

**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:

[https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.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

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that 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 support 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 Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## Student Success

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here:

<https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use

any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.