

LAKEHEAD UNIVERSITY

DEPARTMENT OF SOCIOLOGY

Dr. Paul R. Carr

SOCI 2205 YAO – Race and Ethnic Relations

Fall 2012 and Winter 2013

Wednesdays & Fridays: 11:30 a.m. – 1:00 p.m.

Instructor: Dr. Paul R. Carr
Office: OA3029
Classroom: OA2015 (This class is at the Orillia campus)
Course ID: 53983
Email: prcarr@lakeheadu.ca
(NOTE: All communication for this course will take place within the Desire2Learn portal)
Phone: TBA
Office hours: Thursday, 2:30 p.m.-3:30 p.m., and as negotiated
Classes start: September 11, 2013
Classes end: April 4, 2014
Holidays & breaks: *Thanksgiving* - Monday, October 14, 2013
Family Day - Monday, February 17, 2014
Study Week – February 18-21, 2014
Instructor website: www.paulrcarr.net
Sociology web-page: <http://sociology.lakeheadu.ca>

1. Course Description

Historical and contemporary consideration of positions of various racial and ethnic groups within nations and internationally. Emphasis will be given to the North American scene and the Commonwealth.

2. Course Focus

We will focus on the socio-political, economic and legal context of race and ethnic relations within a sociological framework. We will critically examine the impact of the complex interplay between and among groups, particularly within Canada but elsewhere as well, and discuss how racial and ethnic identities are constructed, (re)produced and manifest within complex, pluralistic societies. We will consider important intersecting variables that further nuance, influence and impact on racial and ethnic identities, such as gender, class, religion as well as other makers of identity. We will also be concerned with how power functions within a broad framework to affect decisions made in relation to racial and ethnic relations. Implications of racism, discrimination, social outcomes in the workplace, education, politics and elsewhere in society,

and in daily life will also be explored in connection to race and ethnic relations, especially within the context of globalization, neoliberalism and diverse interpretations of democracy

3. Required Texts

There are two required textbooks for this course:

Vic Satzewich & Nikolaos Liodakis, (2013). *Race and Ethnicity in Canada: A critical Introduction* (third edition). Oxford University Press
ISBN: 9780199012756

Maria Wallis & Augie Fleras (editors). (2009). *The politics of race in Canada*. Oxford University Press.
ISBN: 978-0-19-542805-6

NOTE: These books will be available at the Lakehead University (Orillia) bookstore; otherwise, they could be ordered through www.amazon.com or www.amazon.ca. There may be other readings designated throughout the course.

4. Course format

This course includes two fundamental texts, which involve a manageable amount of conceptual, theoretical and applied readings, laying the groundwork for in-depth discussion and analysis of the sociology of race and ethnic relations. In addition, we will watch a number of films to provide a range of voices and vantage-points to inform our thinking. The first part of the course will involve a fair amount of reading in order to adequately and effectively situate our focus on race and ethnic relations. Progressively, we will seek to engage one another in critical dialog and debate, and students are encouraged to bring issues, thoughts and questions to the class, both in person and electronically. We will maintain discussions electronically through Desire2Learn, and, for the most part, all assignments, communications and evaluations will take place through the Desire2Learn portal; papers will only be accepted through Desire2Learn, and will not be considered acceptable through email or left as a hard copy. The instructor will give lectures, lead discussions, make presentations, and frame structured debate. The overall objective is critical engagement, and, for this to happen, students should immerse themselves in the readings and the assignments knowing that our personal experiences, identities, realities, ideologies and positionality all contribute to what we know. Therefore, we should be open to new learning, and, importantly, how we construct our own knowledge. Questions of all kinds are welcome. There will be ample opportunity for discussion and clarification of issues, which will become increasingly complexified and problematized as we advance in the course. The two tests will cover the material we have focused on in the course, especially in relation to the two texts but also including other issues addressed through discussions, films and presentations. Attendance is important, and is a precursor to critical and active engagement.

5. Academic Guidelines

*****(Please read and refer to these guidelines throughout the course)**

- a. A fundamental principle for the teaching and learning in this course is the free and open exchange of ideas in a climate of mutual respect, reinforcing an academic environment in

which we can expand our horizons at the individual and collective levels.

- b. There is a penalty for assignments handed in late unless appropriate arrangements and/or documentation (i.e., medical notes) are provided.
- c. Written assignments must be formatted according to the ASA (American Sociological Association) Style Guide for referencing and citations. For more information, see the Department of Sociology webpage at <http://sociology.lakeheadu.ca/index.php> or this website at <http://www.queensu.ca/sociology/files/styleguiderevised%20NOV06.pdf>
- d. Plagiarism will not be tolerated and will be dealt with according to the University regulations. For more information, see University Regulations section “IX Academic Dishonesty,” Lakehead University Calendar 10/11:
<http://calendar.lakeheadu.ca/current/contents/regulations/univregsIXacdishon.html>
- e. Diversity and equity are concepts of central importance within an academic context, and we should be cognizant of the experiences, approaches and presence of our colleagues. Everyone should be made to feel comfortable in our classroom.
- f. Attendance in class, preparation to discuss readings and assignments, submitting work on time, and following the structure and rhythm of the class are the responsibility of students.
- g. The readings for this course are extremely important, and will assist students greatly as they undertake the required assignments and prepare for tests, assignments and papers. Students are required to come to class prepared to discuss assigned readings.
- h. Being able to write clearly, in good English, in a structure and style that is both effective and easy to follow, is important for this course. Students are encouraged to re-read and re-work their assignments before submitting them. The Instructor’s website contains a summary of points that will assist in writing an effective paper. There are University resources available for those in need of assistance with writing.
- i. In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me privately to discuss your specific needs. You must be registered with the appropriate University service.
- j. The instructor will be available at designated times, shortly before and after class, and through the Desire2Learn portal. Arrangements can be made for other meetings. This syllabus is purposely detailed so as to provide a clear guide to where we are headed, what is expected, and how assignments will be evaluated.
- k. In order to facilitate a respectful, constructive and conducive learning environment, students are asked to turn off all electronic devices during class time. Laptop computers may be used to take notes but not for Facebook, games and other things which may be distracting to the class.

- l. Given the number of students in this class, students are not required to contact the Instructor when unable to attend a class. If several classes are missed for medical or other documentable reasons with written confirmation, this should be presented to the Instructor as soon as possible.
- m. All assignments and communications for this course should be sent through the Desire2Learn portal for the course. Assignments will not be accepted through email or in hard copy but must be sent through Desire2Learn both as an attachment and included within the body of the text. Please ensure that documents are attached, which requires clicking on the attachment button once a document has been selected within Desire2Learn.
- n. Specific details are provided within this syllabus in relation to evaluations, assignments and participation in the course. Please refer to this document as the guiding document to this course, although there may be adjustments and updates, which will be clearly communicated in class and through Desire2Learn.
- o. Some relevant websites include:
The University Calendar: <http://mycoursecalendar.lakeheadu.ca/>
-University Regulations, program & course information, academic session dates etc...

Lakehead University Policies: <http://policies.lakeheadu.ca/>
-student code of conduct, test and examination policies, grades, and much more

Orillia Student Affairs: <http://orillia.lakeheadu.ca/student-affairs/>

Weather: The *Weather Network* is a good site:
<http://www.theweathernetwork.com/weather/caon0506>
* Also refer to the Lakehead University (Orillia) website home page to check for class cancellations.
- p. Please take note of the Lakehead University schedule as follows:

Fall/Winter 2013-2014	Fall Term Courses	Fall/Winter Term Courses
Classes Start	Monday, Sept. 9	Monday, Sept. 9
Classes End	Monday, Dec. 2	Friday, April 4
Final Date to Register	Friday, Sept. 20	Friday, Sept. 20
Final Date for Withdrawal (drop) (See Fees section for tuition refund dates)	Monday, Nov. 4	Tuesday, Feb. 4
Final Marks Due by noon	December 24	April 25

q. Here is the breakdown of the course schedule:

2013

September

Su	Mo	Tu	We	Th	Fr	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	WEEK 1
15	16	17	18	19	20	21	WEEK 2
22	23	24	25	26	27	28	WEEK 3
29	30						

October

Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	WEEK 4
6	7	8	9	10	11	12	WEEK 5
13	14	15	16	17	18	19	WEEK 6
20	21	22	23	24	25	26	WEEK 7
27	28	29	30	31			WEEK 8

November

Su	Mo	Tu	We	Th	Fr	Sa	
					1	2	
3	4	5	6	7	8	9	WEEK 9
10	11	12	13	14	15	16	WEEK 10
17	18	19	20	21	22	23	WEEK 11
24	25	26	27	28	29	30	WEEK 12

December

Su	Mo	Tu	We	Th	Fr	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

2014

January

Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3	4	
5	6	7	8	9	10	11	WEEK 13
12	13	14	15	16	17	18	WEEK 14
19	20	21	22	23	24	25	WEEK 15
26	27	28	29	30	31		WEEK 16

February

Su	Mo	Tu	We	Th	Fr	Sa	
						1	
2	3	4	5	6	7	8	WEEK 17
9	10	11	12	13	14	15	WEEK 18
16	17	18	19	20	21	22	STUDY WEEK
23	24	25	26	27	28		WEEK 19

March

Su	Mo	Tu	We	Th	Fr	Sa	
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						1	
2	3	4	5	6	7	8	WEEK 20
9	10	11	12	13	14	15	WEEK 21
16	17	18	19	20	21	22	WEEK 22
23	24	25	26	27	28	29	WEEK 23
30	31						
April							
Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	WEEK 24
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

ACADEMIC DISHONESTY

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- (a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found at:

<http://policies.lakeheadu.ca/policy.php?pid=60>

MISSED EXAMS

Make-up examinations will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at <http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf> (see next page).

Final examinations run from Dec 6th to 17th, 2012, inclusive. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.

6. ASSIGNMENTS

A. Tests (Week 11 – 25% & Week 22 – 30%)

Two in-class tests, which may have multiple-choice questions, or multiple-choice questions and essay questions, or only essay questions, in Weeks 11 and 22, covering material in the texts, lectures, films and classroom discussions. More details on the tests will be provided in class.

B. Group Assignment (Presentation: Weeks 16, 17, 18, 19, 20 – 15%; Paper – 15%)

Given the size of the class, groups will be formed in the first couple of weeks of the course, with four students per group. Working with others can sometimes be difficult but it can also be highly beneficial to learn how to debate, argue, and engage with others. If there appears to be issues and problems within the group, students should seek to resolve the concerns among themselves; if this does not work, please see the Instructor as soon as possible, and note that it is almost impossible to work out problems a week or two before the assignment is due so students are encouraged to start their work early rather than later. We will discuss working in groups in class, and students will design and implement their own rules and expectations for working in a group.

There are two components to this assignment:

- a) A roughly 20-minute presentation in class during Weeks 16, 17, 18, 19 and 20 with a short period for discussion afterwards; (15%)
- b) A paper (one per group) of a maximum of 2000 words plus references (at least 10 peer-reviewed references). (15%)(due in Week 24)

TOPICS: Students should select a racial and/or ethnic group, and do extensive research and analysis throughout the course in this group. **DO NOT START THE WORK THE WEEK BEFORE THE PRESENTATION TAKES PLACE.** Find articles, books, reports, community documents, official policies, recommendations, ethnic newspapers, etc., that will help tell the story of this particular group. Be critical, and interrogate who they are, some of the historical, political, economic, social and cultural dimensions. What is their status in Canada? How are they represented, integrated, seen and perceived? What particular issues are they facing? How does race, class, gender, religion, etc. mesh with this group? What are the stereotypes, myths and misperceptions about this groups, and what are the realities facing this group? For each group of 4 students, there should be 4 interviews with members of the group studied, or, if this is not possible, with other people in society who may be able to comment in this group (be creative!). Comb through the internet, the library, and government and community documents to more fully understand the realities for this group.

The essay will require intensive library research as well as using other innovative means on a topic related to the sociology of race and ethnic relations. Cast a broad net to gather data, analysis, information, scholarly opinion and insight into your topic, and start early to be able to develop a portrait not only of the specific issue but also the context surrounding the topic.

The presentation is not merely a reading of the paper but should inform the class of ideas, concerns, issues and problematic that further connect with the material dealt with in the class. Be creative! You will have a limited time-frame so don't use an 8-minute video-clip, and be provocative, animated and critical. Also make sure that everyone is collaborating. As mentioned above, those who do not participate will not be rewarded.

DO NOT SIMPLY READ THE SLIDES; USE THEM AS A GUIDE ONLY!

THE PRESENTATION IS NOT THE PAPER, AND THE PAPER SHOULD NOT SIMPLY REPLICATE THE SLIDES IN THE PRESENTATION. BE CREATIVE AND CRITICAL, USE THE FEEDBACK YOU RECEIVE FROM THE INSTRUCTOR AND OTHER STUDENTS, AND PUSH THE PAPER FURTHER WITH REFERENCES AND ANALYSIS.

Paper Components:

- separate title page with title, name, course name and number, date, and total WORD COUNT, which should not surpass 2000 words (references can be above that number);
- Paginate;
- NO running header!;
- Single-space, size 12 font in Times Roman, and no colour;
- Include in-text citations and a reference list in **ASA style**. Citations must be correctly formatted. Be extremely careful to properly cite references;
- Students may refer to course readings and others beyond the course. Refer to as many sources as required to adequately explore the various dimensions of your chosen topic, and use at least 10 to effectively frame your arguments.
- Students are expected to cite from a wide range of **sources** including books, scholarly journals, research reports (eg. from federations and/or public policy organizations; see list of sites and links below), government documents, archive collections, and *reputable* electronic sources. (This excludes commercial sites, Wikipedia, blogs, forums, and other personal electronic sources.) Students are absolutely expected to use electronic indexes and databases, especially **ERIC** and **Sociological Abstracts**. Refer to LU library sources, the Department of Sociology website, and the Instructor website in addition to the following site for access to resources: <http://atoz.ebsco.com/titles.asp?Id=1790&sid=172046557&TabID=2>
- These expectations will serve as **evaluation** criteria for essays in addition to all of the conventional standards for effective essay-writing in sociology, ie. thesis statement, an effective introduction and conclusion, well-formulated arguments, critical analysis, and research effort.

Evaluation for the paper

a) Organization and writing -----	4
b) Content -----	3
c) Analysis (including integration of references)-----	5
d) Discussion and implications-----	3
TOTAL →15	

Evaluation for the presentation

a) Structure and organization -----	3
b) Delivery, coherence effectiveness-----	3
c) Content and analysis -----	4
e) Discussion and implications-----	5
TOTAL →15	

C. ACTIVE PARTICIPATION & Desire2Learn Postings – 15%

In-class participation, preparation, leading discussions, when required, and Desire2Learn postings/discussion constitute ACTIVE participation in this course. PASSIVE participation would include simply showing up for class without participating or having read the required readings.

Students should do all of the required readings, and come to class prepared to discuss issues as well as raising concerns and questions.

Desire2Learn postings should be roughly 150-200 words each, should contain a couple of well-written paragraphs as well as two or three critical comments/observations, and students should post their comments in a timely manner during the weeks when we have Desire2Learn discussions (DO NOT POST COMMENTS 2, 3 OR MORE WEEKS AFTER WE'VE COMPLETED A DISCUSSION AS NO ONE WILL READ THESE COMMENTS, AND THEY ARE NOT LIKELY TO CONTRIBUTE TO THE FLOW OF THE DISCUSSION AT THAT POINT). Students should also engage others with questions about what others have said, and this should take place during the weeks when we have prescribed discussions as per the schedule. The goal is to be original, innovative and pertinent, and to highlight areas of interest and concern in an engaging way. In other words, in attempting to be critical, the objective is not to simply regurgitate what the authors or others have said but to somehow link this to our diverse socio-political and education context. Students are also invited to comments on the postings of their colleagues, to engage in critical dialogue with them, and to use Desire2Learn as a vehicle to better understand the issues discussed in class. Typically, students should comment on, at least once, on the postings of their colleagues. Desire2Learn will be used as a communication-tool for the course, and students are encouraged to work together on assignments, where appropriate, through this mechanism. For the purposes of this course, Desire2Learn will serve as an important vehicle in which we can discuss course readings and the films that we will be watching. Depending on the size of the class we might break the group into two sections but this will be confirmed in class during the first week.

THERE WILL BE FIVE DESIRE2LEARN DISCUSSIONS THROUGHOUT THE COURSE.

Evaluation

- a) Consistency of participation -----4
- b) Pertinence of participation -----7
- c) Critical engagement -----4

TOTAL → 15

PLEASE NOTE THAT SIMPLY SHOWING UP FOR CLASS DOES NOT QUALIFY FOR 15/15. ACTIVE PARTICIPATION INCLUDES BOTH QUANTITY AND QUALITY, AND IS BASED ON IN-CLASS AND DESIRE2LEARN PARTICIPATION.

7. OVERVIEW of the GRADING

TEST 1 -----	25	→ Week 11
PRESENTATION (GROUPWORK) -----	15	→ Weeks 16-20
TEST 2 -----	30	→ Week 22
PAPER (GROUPWORK) -----	15	→ Weeks 24
PARTICIPATION -----	15	→ Continuous

TOTAL → 100

GRADING SCHEME [OPTIONAL]:

A+	90 to 100%	Outstanding understanding of the course concepts including integration of materials and ideas, ability to apply knowledge to situations
A	80 to 89%	
B	70 to 79%	Above average to excellent knowledge, ability to apply knowledge to situations
C	60 to 69%	Satisfactory knowledge including ability to recognise and apply major course concepts, and to progress to next level of course
D	50 to 59%	Some grasp of course concepts; will likely encounter difficulty with higher levels
E	40 to 49%	Failed to meet minimum requirements of the course
F	1 to 39%	Failure
F	0	Failure resulting from academic dishonesty

8.COURSE STRUCTURE AND CONTENT

WEEK	READINGS/ACTIVITIES (S=Satzewich; W=Wallis)	ASSIGNMENTS
1	<ul style="list-style-type: none"> ➤ Syllabus, guidelines, schedule, selection of groups ➤ S BOOK: Preface, Chapter 1 ➤ W BOOK: Introduction ➤ Being critical 	Review debate questions, websites, suggested readings
2	<ul style="list-style-type: none"> ➤ S BOOK: Chapter 2 ➤ W BOOK: Chapters 1 & 2 ➤ Different data sources ➤ Reading the newspaper 	Review debate questions, websites, suggested readings
3	<ul style="list-style-type: none"> ➤ S BOOK: Chapter 3 ➤ W BOOK: Chapters 3 & 4 ➤ How to research and write a sociology paper ➤ Finding relevant articles and books 	Desire2Learn posting #1 (*) Review debate questions, websites, suggested readings
4	<ul style="list-style-type: none"> ➤ S BOOK: Chapter 4 ➤ W BOOK: Chapters 5 & 6 	Review debate questions, websites, suggested readings
5	<ul style="list-style-type: none"> ➤ S BOOK: Chapter 5 ➤ W BOOK: Chapters 7 & 8 	Review debate questions, websites, suggested readings
6	<ul style="list-style-type: none"> ➤ S BOOK: Chapter 6 ➤ W BOOK: Chapters 9 & 10 	Review debate questions, websites, suggested readings
7	<ul style="list-style-type: none"> ➤ S BOOK: Chapter 7 ➤ W BOOK: Chapters 11 & 12 	Review debate questions, websites, suggested readings
8	<ul style="list-style-type: none"> ➤ S BOOK: Chapter 8 ➤ W BOOK: Chapters 13 & 14 	Desire2Learn posting #2 (*) Review debate questions, websites, suggested readings
9	<ul style="list-style-type: none"> ➤ S BOOK: Chapter 9 ➤ W BOOK: Chapters 15 & 16 	Review debate questions, websites, suggested readings
10		Review debate questions, websites, suggested readings
11		Test 1

12	➤ W BOOK: Chapters 17 & 18	
13	➤ W BOOK: Chapters 19 & 20	
14	➤ W BOOK: Chapters 21 & 22	
15	➤ W BOOK: Chapters 23 & 24 + Conclusion & Appendices	Desire2Learn posting #3 (*)
16	➤ Group presentations	
17	➤ Group presentations	
18	➤ Group presentations	
19	➤ Group presentations	
20	➤ Group presentations	
21	➤ Films and group activities ➤ Each group will bring forward one issue/question to be discussed in class (this will be carried over until all groups have briefly and informally presented a specific question with some comments)	Desire2Learn #4 (What did you think of the presentations? What did you learn? Were there any surprises?)
22	Films and group activities	Test 2
23	Films and group activities	
24	Films and group activities	➤ Group paper due (April 6, 2014 by midnight) ➤ Desire2Learn posting #5 (What did you think of the course? What surprised you, disappointed you, engaged you...? What do you now think of the world of race and ethnic relations? Has the sociological perspective enhanced your insight? And anything else?)

(*) Unless specifically stipulated, Desire2Learn postings will deal with material covered in class, including readings, lectures, presentations, films and discussions, and students should post their postings in the required week by Friday at midnight of that week, and should provide any additional comments, feedback and engagement with others by Tuesday of the following week. Students are also encouraged to continue the online discussion for the next few days, if appropriate. The Instructor will also participate in the discussions. Please refer to the syllabus for guidelines, and be aware that participating within the required timeframe is absolutely necessary for your comments to be read and considered by colleagues.