

# LAKEHEAD UNIVERSITY

## DEPARTMENT OF SOCIOLOGY

Dr. Paul R. Carr

*SOCI 4103 YAO – Political Sociology and Conflict Studies (Advanced Seminar)*

*Fall 2012 and Winter 2013  
Wednesdays & Fridays: 1:00 a.m. – 2:30 p.m.*

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**Instructor:** Dr. Paul R. Carr  
**Office:** OA3029  
**Classroom:** OA2018 (This class is at the Orillia campus)  
**Course ID:** 53986  
**Email:** [prcarr@lakeheadu.ca](mailto:prcarr@lakeheadu.ca)  
(NOTE: All communication for this course will take place within the Desire2Learn portal)  
**Phone:** TBA  
**Office hours:** Thursdays, 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](http://www.paulrcarr.net)  
**Sociology web-page:** <http://sociology.lakeheadu.ca>

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### **1. Course Description**

This is Advanced Seminar on Selected Sociological Topics entitled Political Sociology and Conflict Studies.

### **2. Course Focus**

We will examine conflict from a critical vantage-point within a political sociological framework. The broader macro context is fundamental to understanding how we are connected to conflict, and importantly, what we can do about it. The political sociological framework allows us to better appreciate the connection between militarization, war, terrorism, insurgency, and violence at different levels within varied contexts. Similarly, political and economic issues that seem to be entrenched locally are also considered within a broader landscape so as to extricate the nuanced and complexified nature of inequitable power relations. We will critically analyze globalization and the field of conflict studies while further elaborating advanced sociological concepts.

### **3. Required Texts**

There are two required textbooks for this course:

Karen Stanbridge & Howard Ramos. (2012). *Seeing politics differently: A brief introduction to political sociology*. Oxford University Press.  
ISBN: 978-0-19-543785-0

Jean-Francois Rioux & Vern Neufeld Redekop. (2013). *Introduction to conflict studies*. Oxford University Press.  
978-0-19-544654-8

NOTE: These books will be available at the Lakehead University (Orillia) bookstore; otherwise, they could be ordered through [www.amazon.com](http://www.amazon.com) or [www.amazon.ca](http://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 political sociology and conflict studies. AS AN ADVANCED SEMINAR, STUDENTS WILL BE EXPECTED TO LEAD SEMINAR DISCUSSION RELATED TO THE READINGS, AND, EQUALLY, STUDENTS WILL BE EXPECTED TO DO ALL OF THE READINGS. 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. 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, and students will engage throughout. 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. There will be one test, two papers (one individual and one group), a major presentation (group), and some Desire2Learn discussions in addition to involvement in leading seminar discussions. 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:

<b>Fall/Winter 2013-2014</b>	<b>Fall Term Courses</b>	<b>Fall/Winter Term Courses</b>
<b>Classes Start</b>	Monday, Sept. 9	Monday, Sept. 9
<b>Classes End</b>	Monday, Dec. 2	Friday, April 4
<b>Final Date to Register</b>	Friday, Sept. 20	Friday, Sept. 20
<b>Final Date for Withdrawal (drop)</b> (See Fees section for tuition refund dates)	Monday, Nov. 4	Tuesday, Feb. 4
<b>Final Marks Due by noon</b>	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	
						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 6<sup>th</sup> 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. Test (Week 11 – 20%)

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

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### B. Individual Paper (Paper – 20% due Week 12)

An individual paper on a topic different than that chosen for the group assignment, and which is related to the course content, no more than 1500 word + at least 10 references, to be submitted in Week 12. This is a research paper, not an opinion piece.

TOPICS: Students should select a topic that related to the content of the course, and do extensive research and analysis throughout the course in this group. Topics will be discussed in class to make sure students are on the right track. **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 your topic, and make sure that you tap into the academic literature. Be critical, and interrogate the multiple dimensions of conflict, including the historical, political, economic, social and cultural manifestations. Comb through the internet, the library, and government and community documents to more fully understand the realities of conflict in relation to your topic.

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.

Paper Components:

- separate title page with title, name, course name and number, date, and total **WORD COUNT**, which should not surpass 1500 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 -----	5
c) Analysis (including integration of references)-----	7
d) Discussion and implications-----	4
TOTAL →20	

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

Given the size of the class, groups will be formed in the first couple of weeks of the course, with probably 2 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 40-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 2500 words plus references (at least 15 peer-reviewed references). (15%)(due in Week 24)

**TOPICS:** Students should select a topic that related to the content of the course, and do extensive research and analysis throughout the course in this group. Topics will be discussed in class to make sure students are on the right track. **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 your topic, and make sure that you tap into the academic literature. Be critical, and interrogate the multiple dimensions of conflict, including the historical, political, economic, social and cultural manifestations. Comb through the internet, the library, and government and community documents to more fully understand the realities of conflict in relation to your topic.

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 2500 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 15 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*

e) Organization and writing	-----4
f) Content	-----5
g) Analysis (including integration of references)	-----6
h) Discussion and implications	-----5
TOTAL →20	

#### *Evaluation for the presentation*

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

## D. ACTIVE PARTICIPATION & Desire2Learn Postings – 25%

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.

STUDENTS WILL ALSO BE ASKED TO LEAD ONE OR TWO DISCUSSIONS, WHICH WILL FORM PART OF THE PARTICIPATION GRADE AS WELL.

STUDENTS WILL ALSO BE ASKED TO CRITIQUE THE PRESENTATIONS OF THEIR COLLEAGUES IN THE ROLE OF DISCUSSANT.

THERE WILL BE FIVE DESIRE2LEARN DISCUSSIONS THROUGHOUT THE COURSE.

### *Evaluation*

- a) Consistency of participation -----7
- b) Pertinence of participation -----11
- c) Critical engagement -----7

TOTAL → 25

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

A.TEST 1 -----20 →Week 11

B. INDIVIDUAL PAPER -----	20	→ Week 12
C. PRESENTATION (GROUPWORK) -----	15	→ Weeks 16-20
C. PAPER (GROUPWORK) -----	20	→ Weeks 24
D. PARTICIPATION -----	25	→ Continuous

TOTAL → 100

## GRADING SCHEME

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=Stanbridge; R=Rioux)	ASSIGNMENTS
1	<ul style="list-style-type: none"> <li>➤ Syllabus, guidelines, schedule, selection of groups</li> <li>➤ S BOOK: Preface, Chapter 1</li> <li>➤ R BOOK: Preface, Introduction</li> <li>➤ Being critical</li> </ul>	Review debate questions, websites, suggested readings
2	<ul style="list-style-type: none"> <li>➤ S BOOK: Chapter 2</li> <li>➤ R BOOK: Chapters 1 &amp; 2</li> <li>➤ Different data sources</li> <li>➤ Reading the newspaper</li> </ul>	Review debate questions, websites, suggested readings
3	<ul style="list-style-type: none"> <li>➤ S BOOK: Chapter 3</li> <li>➤ R BOOK: Chapter 3</li> <li>➤ How to research and write a sociology paper</li> <li>➤ Finding relevant articles and books</li> </ul>	Desire2Learn posting #1 (*) Review debate questions, websites, suggested readings
4	<ul style="list-style-type: none"> <li>➤ S BOOK: Chapter 4 (LED BY STUDENTS)</li> <li>➤ R BOOK: Chapter 4 (LED BY STUDENTS)</li> <li>➤ NOTE: ALTHOUGH STUDENTS WILL LEAD DISCUSSIONS, THE INSTRUCTOR WILL STILL FRAME, ENHANCE AND CONTRIBUTE EXTENSIVELY TO DISCUSSIONS</li> </ul>	Review debate questions, websites, suggested readings
5	<ul style="list-style-type: none"> <li>➤ S BOOK: Chapter 5 (LED BY STUDENTS)</li> <li>➤ R BOOK: Chapters 5 &amp; 6 (LED BY STUDENTS)</li> </ul>	Review debate questions, websites, suggested readings
6	<ul style="list-style-type: none"> <li>➤ S BOOK: Chapter 6</li> <li>➤ R BOOK: Chapters 7 &amp; 8 (LED BY STUDENTS)</li> </ul>	Review debate questions, websites, suggested readings

7	➤ R BOOK: Chapters 9 & 10 (LED BY STUDENTS)	Review debate questions, websites, suggested readings
8	➤ R BOOK: Chapters 11 & 12 (LED BY STUDENTS)	Desire2Learn posting #2 (*) Review debate questions, websites, suggested readings
9	➤ R BOOK: Chapters 13 & 14 (LED BY STUDENTS)	Review debate questions, websites, suggested readings
10	➤ R BOOK: Chapters 15 & 16 (LED BY STUDENTS)	Review debate questions, websites, suggested readings
11		Test 1
12	➤ R BOOK: Chapters 17 & Conclusion (LED BY STUDENTS)	
13	➤ Vietnam War (What do we know? Why is it important?); students should bring to class the following: 1) a 150-word assessment of what they know about the Vietnam War without researching the topic it; 2) a 150-word assessment of the Vietnam War once having done a little research; make sure to put it all on the same page under the titles BEFORE and AFTER	
14	➤ Students will prepare an informal discussion of a conflict, employing some of the conceptual and theoretical concepts we have explored throughout the course, and will present for the problematic, the causes, the symptoms, the implications and an analysis of the topic. This is intended to be more of a way of augmenting and extending our content-base than a formalized presentation. Students can consider issues, concerns and problems of a national, regional and/or international dimension. The topics presented should not be the same as those presented in the individual and group papers.	
15	➤ Ibid.	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?)
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(\*) 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.

