

University of British Columbia
Sociology 302A, Section 202
Ethnic and Racial Inequality
Draft 12/10/18

Term II: January – April 2019

Class Time: Tuesdays & Thursdays
2:00 – 3:20pm

Class Location: ANSO 207

Prerequisites: SOCI 100

Instructor: Prof. Wendy D. Roth

E-mail: wendy.roth@ubc.ca

Office: ANSO 3115

Office hours: TBA

Office phone: (604) 822-4845

Teaching Assistant: Harriet Moore

E-mail: TBA

Office: TBA

Office hours: TBA

Course Description: Racism, discrimination, and social inequalities between ethnic and racial groups are problems that continue to plague most societies in the 21st century. This course is designed to provide students with a theoretical and empirical grounding to assess these patterns. The course examines definitions and theoretical models of how race and ethnicity can be understood, and considers how ethnic and racial identities are socially reproduced and transformed. We will examine racial and ethnic inequalities that exist today and the historical formation of group relations in the Canadian context. Together we will consider both *micro-theoretical* concepts – those which seek to explain behaviour and attitudes at the individual level (for example, racism, prejudice, and discrimination as it occurs between individuals) – and *macro-theoretical* explanations of unequal race relations – those which focus on wider structural influences that shape those individual-level actions. The course asks how social structures and institutions have shaped ethnic and racial inequality in Canada and elsewhere. Ideally, students will come away from the class with an understanding of the patterns and social structures causing ethnic and racial inequality in Canada and beyond and ideas for ways to reduce those inequalities.

Course Objectives: By the end of the course, students should be able to:

- 1) Provide definitions of race and ethnicity, and articulate various theoretical approaches to understanding these concepts;
- 2) Describe important patterns of ethnic and racial inequality in Canada;
- 3) Articulate how immigration affects racial and ethnic inequality, and extend these arguments to contemporary debates on immigration policy;
- 4) Understand major issues concerning First Nations in Canada, both historically and in the present day;
- 5) Apply theories of individual behaviour, group relations, and structural influences to specific examples of racial/ethnic conflict and inequality in Canada and other countries.
- 6) Use Excel to compile primary data and perform basic data analysis.

Required Texts: One required textbook is available in the UBC Bookstore:

Satzewich, Vic and Nikolaos Liodakis. 2017. *'Race' and Ethnicity in Canada: A Critical Introduction*. Fourth Edition. Don Mills, ON: Oxford University Press.

* Denoted henceforth as **S&L**.

This book is also on reserve at Koerner library.

All additional required readings are available in an electronic format (e.g. journal articles) and will be posted on the course website (canvas.ubc.ca).

ASSIGNMENTS AND EVALUATION:

Group Presentation: 20%

Research Paper: 30%

Class Participation: 20%

Final Exam: 30%

EXPECTATIONS:

This is an upper-level course that is designed for sociology majors and 3rd and 4th year students in related disciplines. It is reading-intensive course and discussion is very important. Planning ahead is essential to keeping up with the course. Every student is expected to complete all the readings before each class, come to class, actively listen and take notes during lectures, and contribute to discussions in class and/or online and participate in in-class activities.

Students are also expected to be respectful of one another. Sometimes people are reluctant to speak up about issues of race and ethnicity because they're not sure if they will offend someone or say something insensitive. It is crucial that we avoid an atmosphere where anyone is reluctant to speak up or voice any opinion. To do this, we have to respect other people's views, identities, and opinions, regardless of whether we agree with them. We must work together to create an environment where everyone is treated with respect and openness, and where we all feel safe expressing ourselves. This holds for class discussions and for material posted on the course website. Remember: all ideas expressed here are simply that—ideas. When we're critical of an idea, we're not critical of the individual expressing it, we just focus on the idea itself. Please treat others with respect and tolerance.

COURSE POLICIES (IMPORTANT!):

- 1. Use of Laptops & Electronic Devices:** I know that it is very hard to resist the urge to check your e-mail, text, or surf the web in class. You may think that your professors don't notice when you are doing these things, but we do and they are distracting and disrespectful. They also distract other students. Studies also show that they negatively affect your retention of information and your class performance, whereas taking notes by hand significantly improves learning and performance in classes. Please read: [Why you should take notes by hand](#)

Please do not use your laptop for anything other than taking notes and activities related to class. If you use your laptop for other purposes and are distracting anyone (including me), I may ask you to put it away, ask you not to bring it to class any more, or I may ask you to leave class.

No other electronic devices besides laptops will be allowed in class. Please turn off all cellular phones before the start of each class.

- 2. Lateness and Extensions Policy:** The research paper must both be handed in as a hard copy at the beginning of class and it must also be submitted to TurnItIn.com before 2:00pm on the due date. Assignments which are late in either of these ways will be penalized 5 points for every 24 hours they are late (out of 100), including weekends. Handing one in on time but not the other does not avoid the lateness penalty!

For all assignments, lateness will not be excused without a letter of consideration from Arts Advising. Similarly, extensions will not be granted without a letter of consideration from Arts Advising. This is to ensure that all students are evaluated equally and none are given advantages not offered to the rest of the class. If you are ill, please bring your doctor's note to Arts Advising; do not send it to me. The Advisors there are trained to consider your medical and family situations whereas faculty are not.

- 3. Submitting Assignments through Canvas:** For all assignments that are required to be uploaded to Canvas, it is your responsibility to make sure they have uploaded properly. If the TA or I do not see them on Canvas, saying you uploaded them before the due date will not be accepted without proof. I suggest you take a screen shot showing that they were uploaded, and showing the computer's date and time. You do not need to send this to me, but keep it until the end of term in case of need.
- 4. E-mail:** Please limit email questions to things that cannot be answered by looking at the course syllabus. Any emails sent with questions whose answers are in the syllabus will likely receive a reply with this paragraph copied and pasted in.

All e-mails to students will be sent out through the Faculty Service Centre or through Canvas, which uses whatever e-mail address you gave to the university. It is your responsibility to make sure that this address is current and to actively check it or forward it to another account. You are responsible for checking this e-mail account regularly, including the evening before class.

- 5. Student Contacts:** You are responsible for all material presented in class (including announcements). If you are unable to attend class, you should obtain notes from a classmate (please do not contact the professor or TA to find out what you missed). Write down the names and contact information for two of your classmates below and contact them about any questions.

Name: _____

E-mail: _____ Phone: _____

Name: _____

E-mail: _____ Phone: _____

- 6. Plagiarism:** Plagiarism occurs in a number of ways. The most common is when one person presents as one's own the words or ideas of another. This includes quoting sources, paraphrasing, or summarizing source material without indicating through the use of proper citation methods that the specific material in question was quoted, paraphrased, or summarized from a given source. A second form is when one person submits the same paper for more than one course for credit. Papers are to be original work for each class where a paper is a required component of the final grade. Plagiarism of any form, even unintentional, will not be tolerated. Typically, students are given a grade of "0". In addition, a report of the incident may be placed in their academic file and/or they may be reported to the President's Advisory Committee on Student Discipline.

Practically every term, I find one or two students who commit plagiarism, often unintentionally. And yet, most students think they know what counts as plagiarism and are not in danger of committing it. For this reason, and to save us both a headache later on, I ask every student to read UBC's web resource: Avoid Plagiarism.

- 7. TurnItIn.com:** To deter and detect plagiarism, this course will make use of UBC's subscription to TurnItIn.com. This is a service that checks textual material for originality. You will be required to upload the written assignments (the research paper and self and team assessment for the group presentation) to TurnItIn.com. By taking this course, you agree that your assignments may be subject to submission for textual similarity review by TurnItIn.com. All submitted assignments will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the TurnItIn.com service are described on the TurnItIn.com website.

* To access the course on TurnItIn.com, you will need this information – Class ID: **19844523**; Class Name: **SOCI 302-202, Spring 2019**; Enrollment key: **mosaic**

Your name and any identifying information can be removed from the version you upload. However, your account name should make you recognizable to me. If you like, you can create an account with the first 3 letters of your last and first names (e.g. Rot_Wen).

- 8. Sources:** Except where an assignment indicates otherwise, you should rely primarily on published academic sources for your references and citations. Some academic sources such as peer-reviewed journals and e-Books may be accessed online through the library website. Online sources used should be peer-reviewed, or provided on government websites (such as StatisticsCanada). You should not use Google, Yahoo, MSN or other search engines to find sources for assignments. Under no circumstances should Wikipedia or similar articles be used as sources of factual information.
- 9. Returned Assignments and Marks:** We will do our very best to return all assignments to you quickly. In some cases, however, it may not be possible to return assignments until all students in the class have submitted the assignment. This may cause return delays for the whole class when some papers are handed in late.

Aside from computational or other minor errors on our part, all marks assigned are final. We will not discuss assignments in the first 24 hours after they are returned so that students can spend that time reflecting on the comments.

- 10. Access and Diversity:** UBC is committed to providing a learning environment in which all students can thrive. To ensure that they obtain the required assistance, students registered with Access & Diversity should provide the professor with a letter from A & D within the first two weeks of the course that indicates that they are registered and what their specific accommodations are, or provide such a letter as soon as registered with A&D. For further information, see the [Access & Diversity website](#).
- 11. Early Alert:** During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit www.earlyalert.ubc.ca.
- 12. Conservation Policy:** In order to conserve paper, you are encouraged to print assignments both sides or on paper that has already been used on one side. What is printed on the opposite side will not affect the evaluation of the assignment.

You have made it through all the course policies. Congratulations. Your first assignment for the class, for 1 extra credit point, is to upload to Canvas, by 9pm on Mon. Jan. 7, a brief description of a memorable news story, movie, book, or personal experience that made you think about or want to learn more about ethnicity, race, and/or inequality, and how it influenced you. And if you happen to have one handy, you can also send a link to a funny video or meme to make my day more fun. But that last part is optional. Thank you for reading the syllabus. In my experience, the class goes much more smoothly when everyone knows the course policies and procedures ahead of time.

KNOWLEDGE EVALUATION

1. Group Presentation: The Role of Ethno-Racial Groups in Media

The purpose of this assignment is to give students experience gathering data on how ethno-racial groups are depicted in media, analyzing preliminary patterns in the data using Excel, working collaboratively with others, and communicating what they have found with the rest of the class. This assignment is being coordinated with students in a similar class at Memorial University in St. John's, Newfoundland to allow students to compare how depictions of ethno-racial groups may differ across media markets with different ethno-racial populations.

SOCI 302 students will be randomly assigned into groups of 5-6 students. Each group member will be responsible for using a provided spreadsheet to document qualities and

characteristics of the actors for 10 advertisements. Each group member will choose a different television show on a different channel. They do not have to all be on the same day or hour, but it must be between 6:30pm-9:30pm. During each television show, there should be a series of about 4-6 advertisements featured in a row. Please watch at least two series of ads, using the spreadsheet to document information on each actor, taking notes about each actor's characteristics. **DO NOT** pick and choose ads that you feel best represent a point you wish to pursue in your essay. **DO** come to class on January 17 for an introduction and practice run of coding commercials.

At the end of this exercise, you will have quantitative information that you can tally from the spreadsheet (for example, in foodstuff ads, how many different ethno-racial groups are represented? Age? Gender? Class background? What are their jobs?) to help you identify themes you see running through the advertisements. When coding characteristics for the actors in each advertisement, please use your best judgement and approximation to determine how you think most people would view the actors' characteristics such as gender, age and socio-economic background.

It will likely be easiest to print off a few copies of the spreadsheet and take notes as you watch the advertisements in order. For analysis and sharing with your group members however, please transcribe these notes into an Excel copy that can then be sent around. Please choose one member of your group to collate the spreadsheets together – this should be a simple matter of cutting and pasting into one spreadsheet for everyone. Please do NOT reformat the spreadsheets! Once all notes have been collated, the group will have information from 50-60 advertisements.

The group member who collates these spreadsheets together should upload them to Canvas by Tuesday, January 29 at 2pm. The group will then be paired with a similar group from Memorial University who did an identical exercise and will be given access to their spreadsheets. The UBC group's job will be to look across the kinds of ads (by product type) and determine where members of different ethno-racial groups are used in the advertisement, what their roles are in the advertisements, and how these roles compare across the Vancouver and St. John's advertisements. Communicating with the group at Memorial University is not required.

On February 12 & 14, the groups will present their findings from the advertisements, identifying a couple of themes that became apparent in watching and thinking about the advertisements. Specific presentation dates will be assigned in advance. You are encouraged to use PowerPoint or some other presentation platform for the presentation. If you do, **you are required to email the PowerPoint (or other files) to me (wendy.roth@ubc.ca) at least 12 hours in advance of your class presentation so they can be loaded up in the classroom ahead of time**. Make sure you practice your presentation such that it flows smoothly and the group is confident that it will last 10 minutes and no more or less. The time limit will be strictly enforced, to ensure all groups have an opportunity to present within class time.

Group members will independently write up a self and team assessment of the group process. This form, and additional information about the assignment, will be available on Canvas. The assessment is due one day after the group's presentation, and should be

submitted by uploading it to Canvas. This assessment is worth 20% of the presentation grade.

All students in the class will fill out peer evaluation forms of all other student presentations. Evaluating other presentations is an important way to learn what makes a presentation good, helps students learn from one another, and helps students internalize the presentation content. Peer evaluation forms will be presented in class on February 12 & 14. The average of all peer evaluations will make up 30% of the presentation grade.

The remaining 50% of the presentation grade will be assigned by the professor, using the same format as the peer evaluation form.

Students who do not submit all peer evaluations will receive a 10% penalty off their own presentation grade.

Evaluation:

- a. Assessment by Professor (50%) – clarity of organization, comprehension of course material, usefulness of visual aids, presentation skills, and timing.
- b. Average Peer Assessment (30%) – clarity of organization, comprehension of course material, usefulness of visual aids, presentation skills, and timing.
- c. Group process (20%) – reflexivity and active participation evident in self and group assessment.

2. **Research Paper:**

Option 1: Using the spreadsheets collected on the advertisements in Vancouver and St. John's, students will independently write their own 5-7 page research paper (double spaced, in Times New Roman 12 pt font, with 1 inch margins) on some aspect of the role of ethno-racial groups in media. Some examples can include how different ethno-racial groups are portrayed (or not portrayed) for specific product types, the differing roles of ethno-racial groups in advertisements, the consideration of intersectionality of class, gender and race in television advertisements, or how the depiction of groups is similar or different in these two locales. The paper should summarize and present the data to support the argument being made. It should also draw on at least 3 academic sources beyond the course readings.

Option 2: Students may propose a topic of their own that is related to ethnic and racial inequality for the research paper. If you choose this option, you must discuss the topic with Prof. Roth by February 14th. Prof. Roth must approve all paper topics for Option 2. The paper should draw on at least 6 academic sources beyond the course readings to support the argument being made.

General Guidelines:

Exceptional essays will demonstrate a capacity to synthesize course materials, apply knowledge in innovative ways and present these insights in a coherent, well-documented and well-argued manner. Essays should all be proofread, spell-checked and edited for grammatical errors. I also encourage all students to take advantage of the resources at the

UBC Learning Centre. It is there to assist students with assignments and papers. Please consider making an appointment with them before your final submission.

This assignment must be uploaded to TurnItIn.com before 2:00pm AND a hard copy must be handed in at the beginning of class. See lateness policy above.

Evaluation:

- a. Writing and grammar (20 points) – grammar, spelling, clarity and appropriateness of writing style, appropriate citations and use of quoted or paraphrased material, formal bibliography.
- b. Organization (10 points) – Organization of argument, coherence of paper structure, appropriate paper length, definition of key terms.
- c. Thesis statement (10 points) – Clear formulation of an analytic and interesting thesis argument which you will support throughout the paper. Consideration and treatment of opposing positions and evidence.
- d. Use of evidence (20 points) – Thorough and accurate analysis of data in spreadsheets and/or of secondary sources, communicating and presenting the findings clearly.
- e. Use of academic sources (20 points) – Location of your topic in relevant literature. Concise and accurate descriptions of the main points of these works. Critical evaluation of these works and/or application of their approach to your argument. Sociological analysis of relevant evidence to back up your assertions or complicate your thesis. Development of clear and logical analytical arguments.
- f. Theoretical application of course material (20 points) – Application of theories or material discussed in class or learned in the course to your topic. Accurate description and use of course content.

3. Class Participation

Only a portion of what you learn in this class will come from the lectures and from the readings. Your classmates will play an instrumental role in your learning experience, and you should play an important role in theirs. As such, come to class having done the assigned reading for that day and be ready to join in the conversation. There will be several in-class activities, and I will also often leave time for discussion during lectures. Support your discussion comments with what you learned in the readings, lectures, and discussions. The quality of your contributions matters more than the quantity.

I recognize that there are different ways of participating in the class and that for some people, especially those for whom English is a second language, speaking out in a large lecture class can be uncomfortable. Public speaking is an important skill, one that most of you will likely need for your future careers, and I do encourage you all to speak up in lecture. But in terms of the course evaluation, you can also participate by posting comments, thoughts, current articles, and generally contributing to debate on the online discussion forum on the class website. This will counted as the equivalent of participation during large-class discussion in lecture. However, please do not simply post articles to the discussion forum though; if you post an article or link, say something about it, relate it to the class, or pose questions for discussion. Here, too, the quality of your contributions matters more than the quantity.

At the end of most classes, students will be asked to briefly write down two things they learned, and two questions they have about the material from the lecture. These will be handed in at the end of class and will be used the following class to clarify any issues and answer questions at the start of the lecture.

You will be required to keep a participation log to record the quality and quantity of your participation, and to assess and work toward improving your classroom participation. Please update this log once or twice a week to accurately record your participation. You will upload your participation log to Canvas three times: after two weeks of classes, after the mid-term break, and at the end of the semester. Each addition should be cumulative, incorporating the earlier entries and adding onto them. These will not be marked until the end of the term, but are intended to get you into the habit of filling this out regularly.

Evaluation: This component of your grade will be based on your attendance; preparation; active listening; active participation in the in-class activities and small group discussions; and discussion in regular lectures OR participation in the online discussion forum. It will be informed by your participation logs, as well as our own records.

4. **Final Exam**

The final exam will consist of four essays. It will cover all material in the course, including readings, lectures, films, discussions, and material posted on the class website. A test bank of potential essay questions will be released one week before the exam period, to allow students to study and prepare answers. Four of those essay questions will appear on the final exam.

Evaluation: You will be evaluated based on your ability to communicate your understanding of the concepts and material learned in class, to apply those concepts into new contexts, and to construct a coherent essay with a clear argument that is supported by material from readings and class.

	<u>WEEKLY LECTURE TOPIC & READING ASSIGNMENT</u>	<u>OTHER WEEKLY TOPICS</u>
	I. RACE & ETHNICITY: CONCEPTS & CHALLENGES	
WEEK 1 Thurs. Jan. 3	<u>Understanding Race and Ethnicity</u> Read entire syllabus Johnson, Allan. 2009. <i>The Forest and the Trees: Sociology as Life, Practice and Promise</i> . Philadelphia, PA: Temple University Press. “Chapter 1: The Forest, the Trees, and the One Thing,” pp. 7-36.	
WEEK 2 Tues. Jan. 8	S&L , Chapter 1, “The Concepts of Ethnicity and ‘Race’” The Nib, “What Is Race?” https://thenib.com/what-is-race?t=recent	
Thurs. Jan. 10	Cornell, Stephen and Douglas Hartmann. 1998. <i>Ethnicity and Race: Making Identities in a Changing World</i> . Thousand Oaks, CA: Pine Forge Press. “Fixed or Fluid? Alternative Views of Ethnicity and Race,” pp. 41-74. Roth, Wendy D. 2016. “The Multiple Dimensions of Race.” <i>Ethnic and Racial Studies</i> 39(8): 1310-1338.	
WEEK 3 Tues. Jan. 15	Omi & Winant. 1994. “Racial Formation,” in <i>Racial Formation in the United States: From the 1960s to the 1990s</i> . NY: Routledge. Pp. 53-76.	
Thurs. Jan. 17	S&L , Chapter 2, “Theories of Ethnicity and ‘Race’”	<i>Media assignment introduction and practice in lecture</i>

<p>WEEK 4 Tues. Jan. 22</p>	<p><u>Old and New Racism</u> S&L, Chapter 7, “Racism”</p>	
<p>Thurs. Jan. 24</p>	<p>Bailey, Kerry A. 2016. “Racism within the Canadian University: Indigenous students’ experiences.” <i>Ethnic and Racial Studies</i> 39(7): 1261-1279.</p> <p>* Go to https://implicit.harvard.edu/implicit/ Click on ‘Take a Test’ at the bottom, read the information, and conduct at least one of these IAT demo tests: Race, Skin-tone, Arab-Muslim, Asian, or Native.</p>	<p>Print out results page of your IAT test and bring to class.</p>
<p>WEEK 5 Tues. Jan. 29</p>	<p><u>Whiteness and Social Inequalities</u> McIntosh, Peggy. 2003. “White Privilege: Unpacking the Invisible Knapsack.” Pp.191-196 in <i>Understanding prejudice and discrimination</i>, edited by Scott Plous. New York: McGraw-Hill.</p> <p>DiAngelo, Robin. 2011. “White Fragility.” <i>International Journal of Critical Pedagogy</i> 3(3): 54-70.</p>	<p>One Presentation Group member uploads collated spreadsheets to Canvas before 2pm</p>
<p>Thurs. Jan. 31</p>	<p>S&L, Chapter 5, “Understanding Social Inequality: The Intersections of Ethnicity, Gender, and Class”</p>	
<p>WEEK 6 Tues. Feb. 5</p>	<p><u>Racism, Media and Popular Culture</u> Solomos, John and Les Black. 2007. “Races, Racism and Popular Culture.” Pp. 247-259 in <i>Race and Racialization: Essential Readings</i>, edited by Tania Das Gupta, Carl E. James, Roger C.A. Maaka, Grace-Edward Galabuzi, and Chris Anderson. Toronto: Canadian Scholars’ Press.</p>	

Thurs. Feb. 7	Lewis, Justin and Sut Jhally. 2009. "Television and the Politics of Representation." Pp. 302-310 in <i>Rethinking the Color Line: Readings in Race and Ethnicity</i> , edited by Charles A. Gallagher. 4 th ed. New York: McGraw Hill.	
WEEK 7 Feb. 12 & 14	<u>Group Presentations</u>	NOTE: Dates of presentation for each group will be assigned earlier in the term Self and group assessments must be uploaded to Canvas 1 day after presentation
WEEK 8 Feb. 19 & 21	UBC Mid-Term Break – NO CLASSES	
WEEK 9 Tues. Feb. 26	<u>Indigenous – Settler Relations</u> S&L , Chapter 8, "Indigenous and Settler Relations" Royal Commission on Aboriginal Peoples. 2015. "The Legacy", <i>What We Have Learned: Principles of Truth and Reconciliation</i> , Pp. 103 – 111.	Submit participation log on Canvas
Thurs. Feb. 28	Denis, Jeffrey S. 2015. "Contact Theory in a Small-Town Settler-Colonial Context: The Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations." <i>American Sociological Review</i> 80(1): 218-242.	<i>Paper writing skills to know</i>
WEEK 10 Tues. March 5	<u>Immigration in Canada</u> S&L , Chapter 4, "Immigration and the Canadian Mosaic"	
Thurs. March 7	S&L , Chapter 9, "Transnationals or Diasporas? Ethnicity and Identity in a Globalized Context"	

<p>WEEK 11</p> <p>Tues. March 12</p>	<p><u>Structures of Inequality</u></p> <p>Wortley, Scot and Julian Tanner. 2004. "Discrimination or 'Good' Policing? The Racial Profiling Debate in Canada." <i>Our Diverse Cities</i> 1:197-201.</p> <p>Western, Bruce and Becky Pettit. 2002. "Beyond Crime and Punishment: Prisons and Inequality." <i>Contexts</i> 1(3): 37-43.</p>	
<p>Thurs. March 14</p>	<p>Farley, John E. and Gregory D. Squires. 2005. "Fences and Neighbors: Segregation in 21st Century America." <i>Contexts</i> 4(1): 33-39.</p> <p>Chiteji, Ngina S. 2016. "Wealth in the Extended Family: An American Dilemma." Pp.333-340 in <i>(Un)Making Race and Ethnicity: A Reader</i>, edited by Michael O. Emerson, Jenifer L. Bratter, and Sergio Chávez. New York: Oxford University Press.</p>	
<p>WEEK 12</p> <p>Tues. March 19</p>	<p><u>Education</u></p> <p>Davies, Scott and Neil Guppy. 2006. Chapter 6: "Unequal Student Attainments: Class, Gender, and Race." Pp. 95-126 in <i>The Schooled Society: An Introduction to the Sociology of Education</i>. Don Mills, ON: Oxford University Press.</p>	<p>Individual Research Paper due</p>
<p>Thurs. March 21</p>	<p><u>The Workplace</u></p> <p>Kirschenman, Joleen and Kathryn M. Neckerman. 1991. "'We'd Love to Hire Them, But...': The Meaning of Race for Employers." Pp.203-232 in <i>The Urban Underclass</i>, edited by Christopher Jencks and Paul E. Peterson. Washington, DC: Brookings Institution.</p> <p>Creese, Gillian and Edith Ngene Kambere. 2003. "What Colour is Your English?" <i>Canadian Review of Sociology and Anthropology</i> 40(5): 565-573.</p>	

WEEK 13 Tues. March 26	Pager, Devah and Hana Shepherd. 2008. "The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets." <i>Annual Review of Sociology</i> 34: 181-209.	
Thurs. March 28	<u>Macro-Theoretical Models of Inequality</u> Bonacich, Edna. 1972. "A Theory of Ethnic Antagonism: The Split Labor Market." <i>American Sociological Review</i> 37(5): 547-559.	
WEEK 14 Tues. April 2	<u>Steps forward</u> Royal Commission on Aboriginal Peoples. 2015. "Reconciliation", <i>What We Have Learned: Principles of Truth and Reconciliation</i> , Pp. 3-4 & 113-126.	
Thurs. April 4	<u>Steps forward/Review</u> No reading	Submit final cumulative participation log on Canvas
Exam Period	FINAL EXAM	Date to be announced