

SOCIOLOGY 302-101: ETHNIC AND RACIAL INEQUALITY

Winter Session 2019 Term 1 (3 credits)

September – December 2019

PRELIMINARY SYLLABUS: SUBJECT TO CHANGE

Instructor: Dr. Dan Small, PhD, MPhil

Office: ANSO 153

Email: dansmall@mail.ubc.ca

Office Hours: Thursdays (3:30-4:30pm)

Class Time: Monday Wednesday Friday 9:00am - 10:00am

Location: Chemistry C126

First Day of Class: 4 September 2019

COURSE DESCRIPTION

This course will deploy the methods and theoretical tools of sociology to investigate ethnic and racial inequality in Canada. The field of sociology will be called upon to provide students with a critical analysis the concepts of “race”, ethnicity, diversity, multiculturalism and racism. The course will examine a range of examples of social exclusion through immigration, migrant work and precarious employment as well inequality experienced by First Nations, African Canadians, and Chinese Canadians. The course’s first aim will be to place ethnic and social inequality within the sociocultural, historical, structural and economic circumstances within which it is created and legitimated. The course’s second goal will be to present a compelling case for the importance of sociology’s methods, data and analysis in understanding and responding to ethnic and racial inequality.

PREREQUISITE

Sociology 100, 101, 102 or instructor approval.

REQUIRED TEXTBOOKS

Fleras A. *Unequal Relations: A Critical Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada* 8th Edition ed. Toronto: Pearson; 2016.

Satzewich V, Liodakis N. "Race" and Ethnicity in Canada: A Critical Introduction. Toronto: Oxford University Press; 2017. ^{1,2}

COURSE FORMAT

The course takes place on Monday, Wednesday and Friday of each week. Each Monday and Wednesday will consist of a lecture. Fridays will be devoted to discussion, student and group presentations.

READINGS

The course is organized around textbook chapters and supplementary articles. Students will need to access the assigned articles on line or through the UBC library. They will need a campus wide login to access these materials.

ASSESSMENT

Assessment:	
Participation	5%
Collaborative Commentary	10%
Midterm Quiz	25%
Research Paper	25%
Final Exam (to be scheduled during the final exam period)	35%
Total	100%

Participation (5%): In order to receive full marks in this area, students have to actively engage in the wider discussion. They will be required to demonstrate that they have read and contemplated the readings in advance by sharing thoughtful interpretations. Furthermore, students need to be actively engaged in responding to the perspectives of their peers. I understand that articulating your perspective in a public forum can be intimidating. However, it is a skill that is developed from experience like that offered in this academic venue. I will work hard to ensure that the class is an encouraging place for students to develop and share their analyses of the material. I want to hear your ideas and encourage you to share them with the wider class. This class is meant to be a safe place for the mutual exchange of ideas.

Students will also need to share one discussion item, from outside the assigned material, that they have identified as interesting and relevant over the course of the term. This could be a relevant online video, internet story, news article, experience, observation or any item related to ethnic and racial inequality in Canada. Discussion items will be shared with the class on Canvas. There will be a sign-up sheet where students can select a date for sharing their discussion item. The schedule is approximate and will be contingent on the flow of the group presentations and discussion items (i.e. some discussion and group presentations may be carried over to later days than originally scheduled). The schedule for presentations and discussion items will flow organically.

Students are required to add a short 50-word summary of their *discussion item* to the class discussion board in Canvas the *week before* it is scheduled to be shared. On the week that the discussion item is shared, students will provide a short overview (aim for 1 minute, 2-minutes maximum) of the topic to the class along with a sociological reflection (something that connects

the topic to sociology). The discussion item is meant to be short and sharp (similar to an issue that might be covered in the media by a sociological journalist). On the day of the discussion item, each student is to hand in a one-page summary (hard copy) of the discussion item (double-spaced with their name and student number).

Midterm Quiz (25%): The mid-term test will be on 16 October 2019. The test will be worth 25% of your grade and will require you to answer short and medium length questions. The material will be drawn from the readings and lectures.

Collaborative Critical Commentary (10%): During the Friday class of each week, there will be a group presentation. The assignment is intended to encourage discussion, collaboration and to assist students in understanding and applying ideas learned in the course in relation to important issues pertaining to ethnic and racial inequality. For the assignment, the class will be divided into groups that will collaborate in making a presentation on an emerging issue pertaining to ethnic or racial inequality in Canada. Students will work together to identify and analyze an emerging issue from a variety of sources including the media, internet, a film or other publication.

The presentation portion of the assignment is worth 5 %. Each participant is expected to have an equal role in the collaboration and to offer their own sociological reflection about the topic. Students may wish to draw on emerging sociological theories, methods or analysis in the readings or other sociological publications to interpret their portion of the presentation. The group presentation is only expected to be short, sharp and engaging. Presentations will be only *10 minutes* (maximum) in length so students need to be well-organized. Each student should provide a sociological reflection on the topic (e.g. how does it relate to the sociological study of ethnic and racial inequality, what makes it sociologically interesting, how would you interpret it as a sociologist giving a one-minute interview in the media?).

In addition, there is a written component of the assignment that is worth 5 %. All members of the group must submit a two-page *double spaced* (no longer) summary of the topic (or issue) along with their sociological interpretation. The summaries should have a title page with the student's name, student number and date (as well as a reference sheet). Each group member submits their own sociological reflection on the topic. If a group prefers, then they may submit a collaborative sociological interpretation of the topic instead of individual summaries. In this instance, the written interpretation will be longer (2 pages for each collaborator). The summary is to be handed in as a hard copy.

The summaries are due when the presentation is made to the class. Individuals who do not submit two-page summaries will lose 50% of their collaborative assignment grade (5% of the overall course grade). Two-page summaries are due on **the day of presentation at 4:00pm**. Two-page summaries submitted late will be deducted 4% per day and will **not be accepted after one week**.

The issues raised by the group should take the form of discussion issues or questions. Questions should be open-ended so that they can offer a wide variety of possibilities for discussion points from the wider class. The quality of the questions, particularly with regard to enhancing discussion, will form a significant part of my assessment. Students may wish to draw on emerging sociological theories, methods or analysis from other readings (both within or outside

the class) to interpret their presentation. The group presentation is expected to be approximately 10 minutes in length including 5 minutes of wider discussion (total presentation: 15 minutes).

Research Paper (25%): Students will write a 1500-word (*maximum*) research paper that provides a sociological examination of an area of ethnic and racial inequality in Canada. I have intentionally left this topic open so that students can focus on an area that interests them.

The overall aim of the paper is to call upon the field of sociology to engage in a systematic and objective examination of a key issue relating to ethnic and racial inequality in Canada. In your essay, you will provide a sociological picture an area of ethnic and racial inequality in Canada along with an ethnographic sketch of the experience of individuals/groups affected. After providing a short overview of the area of inequality, students are expected to undertake a sociological analysis the topic. There are a number of sociological questions that students might use to guide their essay. What is the sociological context; what are the relationships between inequality and society in this instance? What makes this an example of inequality? How is the inequality manifested? How many people are affected? Why does this inequality exist? Is there a specific sociological theory and related evidence that could be employed to shed light on the issues at play?

Sociologically speaking, your essay should attempt to answer a key question: why are the individuals or group subject to the inequality you have identified? Furthermore, you will take on the role of a *public* sociologist in your essay in order to develop some suggestions for a sociological action plan that addressing the area of ethnic and racial inequality. This plan may take many forms (e.g. academic questions, community or action based research, policy, theoretical work, recommendations). This portion of your paper provides you with an opportunity to demonstrate that sociology matters, that it is relevant and that it can be effective for addressing as well as understanding the relationship between inequality and society.

The paper will be due in class on 30 October 2019 (at 9:00am). Text beyond the 1,500-word maximum (students are required to provide a word count) will not be graded in order to encourage students to organize their thoughts concisely and, hopefully, improve their papers. Papers should be in a 12pt traditional font such as Arial or Times New Roman with one-inch margins. Each paper should be stapled and have a cover page with the title of the paper, name of the student and student number. The pages of your paper should be numbered in the upper right hand corner, and the final word count should appear at either the beginning or the end of your paper.

Please submit hard copies of all assignments in class or, if late, date-stamp and put in the exam drop box outside the entrance of the mailroom in the Department of Sociology. Please note that emailed copies of assignments will not be accepted as inevitably some of them are lost (e.g. junk mail filters) or misdirected (wrong email address). The hard-copy version will be the one used to determine date of submission. Papers cannot may not be faxed or pushed under faculty doors; they will not be accepted for evaluation.

All papers should have a “References” section that includes all the sources that have been have cited in the paper. Please do not include other source materials that have not been directly

referenced in the paper. With regard to reference style for the paper, students should use the American Sociological Association (ASA) style. The entire style guide is available for purchase on the ASA website. A quick overview guide is available free of charge: (http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf). The entire style book is available in the UBC Koerner library as a non-circulating reference book (Call Number: HM569.A54 2014).

Some referencing systems, such as the Chicago Manual of Style (CMOS) provide a choice between two different systems: notes (along with bibliography) and the author-date system. The social sciences, as a rule, tend to utilize the latter system: with the author and date in a short form within the text that is subsequently expanded within the reference section at the end of the paper. As a result, students should rely on the *author and date* method as opposed to the notes approach. The author and date method seems to help the flow of the paper and make it a little easier to follow. If students have any trouble locating a resource for the referencing style for the paper, then please don't hesitate to contact the instructor.

Late Assignment Policy

Hard copies of student papers are due on 30 October 2019 at 9:00am. Papers submitted late will be deducted 4% per day and will not be accepted after 6 November 2019 at 9:00am. If there is a health condition or family situation that may affect your ability to meet a deadline, please let me know in writing (email is fine), in advance if possible.

Final Exam (35%): There will be a final exam during the final exam period. The final exam will include written answers (short and medium length answers along with essays) that make up 35% of the grade. The essay portion of the final exam will be cumulative.

INCOMPLETE ASSIGNMENTS

All of the assignments and exams in the course must be completed in order to receive a passing grade.

GRADING

Grading will be made in accordance with the UBC grading scale as described in the UBC Academic Calendar.

PLAGIARISM

Plagiarism sometimes happens when students panic or feel overwhelmed. As your instructor, I am here to support your learning. Please contact me to discuss your situation PRIOR to reaching the point where you feel yourself in a panic situation. Students are encouraged to review the publication *Plagiarism Avoided* on the UBC Faculty of Arts website, which includes helpful examples of, and practical strategies to avoid plagiarism. Students can also examine the Guide to Academic Integrity at UBC that provides tips for avoiding plagiarism:

<http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If the links on plagiarism do not work, then please perform an Internet search on tips to avoid plagiarism at UBC. If students have any trouble with locating the material on suggestions for avoiding plagiarism, then please don't hesitate to contact the instructor.

ACADEMIC INTEGRITY

Students must abide by the academic integrity rules of the Faculty of Arts. The overarching theme of academic integrity is that your work must be, in fact, your own work. All students assume full responsibility for the content of the academic work that they submit. Plagiarism, using notes during a test, or copying from another student will result in a failed grade for the course. The UBC library maintains an excellent web-based resource on Academic Integrity and students should review the web site: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If the links to the site do not work, then please perform an Internet search on academic integrity at UBC. If students have any trouble with locating the material, then please don't hesitate to contact the instructor.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Academic accommodations are available for students who have a documented disability. Please provide me with a letter from the Centre for Accessibility department at UBC <https://students.ubc.ca/about-student-services/centre-for-accessibility> that identifies the academic accommodations for which you are eligible in an academic setting. Students do not have to share information about their disability with the instructor. Disability documentation is to be provided to the department of Access & Diversity. All accommodations must be approved through the Disability Resource Centre (Students can review the access and diversity policy on academic accommodations for students with disabilities at the Centre for Accessibility department at UBC (<https://students.ubc.ca/about-student-services/centre-for-accessibility>)).

LECTURE AND READING SCHEDULE

The syllabus and lecture schedule is dynamic and, as such, the lecture themes will be open to alteration depending on the flow of the course as it plays out (e.g. to respond to emerging contemporary sociological of interest that arise with respect to the study of ethnic and racial inequality or the pace of the group presentations and schedule).

LECTURE AND READING SCHEDULE

Week One Lecture (Wednesday, 4 September 2019): *Introduction to the Sociology of Ethnic and Social Inequality*

Required Readings

Course Syllabus.

Satzewich and Liodakis (2017) Chapter 1: *The Concepts of Ethnicity and Race*.

Fleras (2076) Chapter 1: Race, Ethnic, and Aboriginal Relations: Patterns, Paradoxes and Perspectives.

Week One Lecture *continued* (Friday, 6 September 2019): *Introduction to the Sociology of Ethnic and Social Inequality (cont.) [Time Permitting: Forming of Groups for Collaborative Assignment]*

Collaborative Work

Once students are organized into groups, they will have an opportunity to work with their group to choose a topic area (reading from the syllabus) and develop an action plan for the assignment. Students are responsible for ensuring that they are connected to a group and that group members have exchanged contact information for working on the project. Students will need to ensure that they do not miss this class or they may lose an opportunity to complete this assignment.

Week Two Lecture (Monday, 9 September 2019): *Theoretical Approaches to Analysing Ethnic and Racial Inequality: An Overview of Sociological Orientations*

Required Readings

Satzewich and Liodakis (2017) Chapter 2: *Theories of Ethnicity and Race*.

Fleras (2016) Chapter 4: *Ethnicity Matters: Politics, Conflict, and Experiences*.

Week Two (Wednesday, 11 September 2019): *Theoretical Approaches to Analysing Ethnic and Racial Inequality: An Overview of Sociological Orientations (cont.)*

Week Two (Friday, 13 September 2019) Group Projects: Collaborative Work

Collaborative Work

Students will have class time to work with their group on their collaborative presentation.

Week Three (Monday, 16 September 2019): Sociological Examination of “Racisms” in Canada

Required Readings

Satzewich and Liodakis (2017) Chapter 5: *Understanding Social Inequality: The Intersections of Ethnicity, Gender, and Class.*

Satzewich and Liodakis (2017) Chapter 7: *Racism.*

Week Three Lecture (Wednesday 18 September 2019): Sociological Examination of “Racisms” in Canada (cont.)

Week Three (Friday 20 September 2019): Collaborative Work

Collaborative Work

Students will have class time to work with their group on their collaborative presentation.

Week Four Lecture (Monday, 23 September 2019): *Film: We were children - Nous étions des enfants / Eagle Vision and Entertainment One in coproduction with the National Film Board of Canada; produced in association with Aboriginal Peoples Television Network (83 minutes).*

Required Readings

Anaya J. Report of the Special Rapporteur on the rights of indigenous peoples, James Anaya: The situation of indigenous peoples in Canada. New York: United Nations General Assembly, 2014.³

Week Four (Wednesday, 25 September 2019): *Film: We were children - Nous étions des (cont.) and Group Discussion.*

Week Four (Friday, 27 September 2019): *Group Presentations and Discussion Items (*First presentations and discussion items)*

Week Five Lecture (Monday, 30 September 2019): *First Nations Peoples: A Sociological Examination of Inequality and Racialization*

Required Readings

Satzewich and Liodakis (2017) Chapter 8: *Indigenous and Settler Relations.*

Fleras (2016) Chapter 7: *Aboriginal Peoples in Canada: Repairing the Relationship.*

Week Five Lecture (Wednesday, 2 October 2019): *First Nations Peoples: A Sociological Examination of Inequality and Racialization (cont.)*

Week Five (Friday, 4 October 2019): *Group Presentations and Discussion Items*

Week Six (Monday, 7 October 2019): *A Sociohistorical Exploration of Inequality Faced by Chinese Canadians*

Required Readings

Satzewich and Liodakis (2017) Chapter 3: *The Dynamics of Nation-Building: French/English Relations, Indigenous/Settler Relations and Immigration in Historical Perspective.*

Week Six Lecture (Wednesday, 9 October 2019): *A Sociohistorical Exploration of Inequality Faced by Chinese Canadians (cont.): Overview of Midterm*

Week Six (Friday, 11 October 2019): *Group Presentations and Discussion Items*

Week Seven (Monday, 14 October 2019): *No Class (Thanksgiving Day)*

Week Seven: (Wednesday, 16 October 2019): *Midterm*

Week Seven: (Friday, 19 October 2019): *Film: Highway of Tears: 1 hour, 19 minutes*

Week Eight Lecture (Monday, 21 October 2019): *Film: Highway of Tears: 1 hour, 19 minutes (cont.)*

Required Readings

Oppal WT. Forsaken: The Report of the Missing Women Commission of Inquiry Executive Summary. Victoria, B.C.: Province of British Columbia, 2012 (pp. 4 – 16).⁴ (Search on line for the report and executive summary available at: <http://www.missingwomeninquiry.ca/wp-content/uploads/2010/10/Forsaken-ES-web-RGB.pdf>)

Oppal WT. Forsaken: The Report of the Missing Women Commission of Inquiry Executive Summary. Victoria, B.C.: Province of British Columbia, 2012 (pp. 60 – 74, 160-169).⁴ (Search on line for the report and executive summary available at: <http://www.missingwomeninquiry.ca/>)

Fleras (2016) Chapter 6: *Gender Minorities, Gender Exclusions.*

Week Eight Lecture (Wednesday, 23 October 2019): *The Murdered and Missing Women: Structural Violence and Inequality in Canada*

Week Eight (Friday, 25 October 2019): *The Murdered and Missing Women: Structural Violence and Inequality in Canada (cont.)*

Week Nine Lecture (Monday 28 October 2019): *Ethnic and Racial Inequality in Employment: Sociological Examination of Precarious Work in Canada*

Required Readings

Satzewich and Liodakis (2017) Chapter 4: *Immigration and the Canadian Mosaic*.
Fleras (2016) Chapter 5: *Racialized Inequality*.

*Term Papers Due

Week Nine Lecture (Wednesday, 30 October 2019): *Ethnic and Racial Inequality in Employment: Sociological Examination of Precarious Work in Canada (cont.)*

Week Nine (Friday, 1 November 2019): *Group Presentations and Discussion Items*

Week Ten (Monday, 4 November 2019) Lecture: *Canadians that identify as Black or African Heritage: A Sociological Examination of Inequality and Racialization*

Required Readings:

Henry A. Culturally Relevant Pedagogies: Possibilities and Challenges for African Canadian Children. *Teachers College Record* 2017; **119**: 1-27.⁵

Henry A. Dear white people, wake up: Canada is racist. *The Conversation*. 2017.⁶

Maynard R. Over-policing in black communities is a Canadian crisis, too. *Washington Post*. 2018.⁷

Week Ten (Wednesday, 6 November 2019): *Canadians that identify as Black or African Heritage: A Sociological Examination of Inequality and Racialization (cont.)*

Week Ten (Friday, 8 November 2019): *Group Presentations and Discussion Items*

Week Eleven (Monday, 11 November 2019): *No Class (Remembrance Day)*

Required Readings

Fleras (2016) Chapter 9: *Multiculturalism as Canada-Building Governance*.

Week Eleven (Wednesday, 13 November 2019): *Group Discussion: Presentation of Discussion Items*

*Class is mandatory. Attendance may be taken this week.

Week Eleven (Friday, 15 November 2019): *Group Discussion: Presentation of Discussion Items*

*Class is mandatory. Attendance may be taken this week.

Week Twelve Lecture (Monday, 18 November 2019): *Ethnic and Racial Inequality in the Education: Sociological Examination*

Required Readings:

Henry A. ‘We especially welcome applications from members of visible minority groups’: reflections on race, gender and life at three universities. *Race Ethnicity and Education* 2015; **18**(5): 589-610.⁸

Week Twelve (Wednesday, 20 November 2019): *Ethnic and Racial Inequality in Education: Sociological Examination (cont.)*

Week Twelve (Friday, 22 November 2019): *Group Discussion: Presentation of Discussion Items*

Week Thirteen (Monday, 25 November 2019): *Group Presentations and Discussion Items*

Week Thirteen Lecture (Wednesday, 27 November 2019): *Concluding Lecture and Overview of Final Exam*

Required Readings

Satzewich and Liodakis (2017) Chapter 9: *Transnationals or Diasporas? Ethnicity and Identity in a Globalized Context.*

Fleras (2016) Chapter 10: *The Adventure Called Canada-Building.*

Learning Objectives

By the end of this lecture, students should be familiar with the key themes of the course and possess a firm understanding of a sociological approach to examining inequality. Hopefully, by this point in the course, they will also be convinced of the utility, in fact necessity, of sociology as a discipline for understanding inequality.

Week Thirteen (Friday, 29 November 2019): *Concluding Lecture and Overview of Final Exam (cont.)*

* Term Ends: 29 November 2019

**Final Exam: Date to be scheduled during final exam week

REFERENCES

1. Fleras A. *Unequal Relations: A Critical Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada* 8th Edition ed. Toronto: Pearson; 2016.
2. Satzewich V, Liodakis N. "Race" and Ethnicity in Canada: A Critical Introduction. Toronto: Oxford University Press; 2017.
3. Anaya J. Report of the Special Rapporteur on the rights of indigenous peoples, James Anaya: The situation of indigenous peoples in Canada. New York: United Nations General Assembly, 2014.
4. Oppal WT. *Forsaken: The Report of the Missing Women Commission of Inquiry Executive Summary*. Victoria, B.C.: Province of British Columbia, 2012.
5. Henry A. Culturally Relevant Pedagogies: Possibilities and Challenges for African Canadian Children. *Teachers College Record* 2017; **119**: 1-27.
6. Henry A. Dear white people, wake up: Canada is racist. *The Conversation*. 2017.
7. Maynard R. Over-policing in black communities is a Canadian crisis, too. *Washington Post*. 2018.
8. Henry A. 'We especially welcome applications from members of visible minority groups': reflections on race, gender and life at three universities. *Race Ethnicity and Education* 2015; **18**(5): 589-610.