

**The University of British Columbia  
Soci-361-202– Social Inequities – Course Syllabus**

<b>Term 1:</b> Winter Semester 2019-20	<b>Credits:</b> 3
<b>Time:</b> Fridays 10:00 am - 1:00 pm <b>Room:</b> Henry Angus Building, #343	<b>Prerequisites:</b>
<b>Instructor:</b> Dr. Donna Lester-Smith <b>Contact:</b> <a href="mailto:donnals.ubc@gmail.com">donnals.ubc@gmail.com</a> <b>Office:</b> 3126-Anso Blding (6303 NW Marine Dr.) <b>Hours:</b> Fridays 9-9:30 am and by Appointment	<b>Texts:</b> Academic articles listed in this syllabus

**COURSE DESCRIPTION:**

In this course students will consider, from various sociological and intersectional perspectives, colonialism in particular, the construction of power and privilege found in institutions and everyday practices. The main focus of this course is to explore and challenge the ways in which power relations construct and organize social categories of race, class, gender, sexuality, age and ability. In order to do so, we will need to consider how these social categories often intersect and overlap to create hierarchies of interlocking oppressions, which results in social inequalities. Our exploration will take into account how relational characteristics, practices, and assumptions about social inequalities work to contour social life, mainly in North America.

**LEARNING GOALS:**

Upon successful completion of this course, students will be able to:

- Understand the main social processes organizing North American society and develop an ability to see it from a multi-lensed critical perspective
- Identify important social inequitable processes affecting our society from their ideological, institutional, and interpersonal stances
- Apply critical thinking and self-reflective skills to the analysis of historical and present-day societal, inequitable concerns
- Recognize and appraise the various ways that perceptions, experiences, meanings, and culture impact one's privileges and inequalities of the societal communities in which we currently live and may seek to transform
- Develop a critical perspective that links course material with everyday current affairs and lives, today and onward
- Strengthen the ability to communicate through sociologically-based analysis in writing

**COURSE FORMAT:**

Students learn in a variety of ways such as through the exchange of ideas and critical thinking. It is said that students retain 10% of what they read; 20% of what they hear; 30% of what they see; 50% of what they see and hear; 70% of what they say; and, 90% of that they say as they do something. Activities used to cover class material include lectures, films, guest speakers, and most importantly, class discussions. Although lectures may be used to introduce key concepts, they will be limited, informal, and very participatory. Periodically we will split-up into smaller discussion groups to review and analyze material more thoroughly. Students will occasionally be asked to reflect on films, classroom discussions, and readings in the form of on-line discussions. In order to achieve this cooperative learning experience, readings must be done as assigned and texts as well as notes brought to class.

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## COURSE EVALUATIONS and ASSIGNMENT DETAILS:

See Online Class-site (<http://canvas.ubc.ca>) for assignment details. All assignments are to be posted to Canvas. All marks in this class are based on adding up to 100 percentage points, and are divided as follows:

1. Class Participation (12%)
2. Reading Responses (18%)
3. Newspaper Critique (20%)
4. Film Critique (20%)
5. Final Research Paper (30%)

**1. CLASS PARTICIPATION (12%):** Class sessions and online discussions through our online class-site are mandatory; both provide students ample opportunity to actively participate through attendance, ask questions, and make thoughtful contributions. Class attendance is mandatory, and students are expected to engage in classroom learning activities at all times (i.e. class discussions, thoughtful discourse, and responding to online discussions).

### **2. READING RESPONSES (6 x 3% = 18%)**

Each student is to post to Canvas, and hand in a printed copy in class, one substantive Reading Response (an approximately 250-300 worded, double-spaced paragraph) to any one of the current or following week's course readings (for a total of 6 responses throughout the term). This is an opportunity to share your considerations and to bring up issues we are unable to discuss in classes, or to add thoughts that occur to you before/after classes. **Due: In Person and on Canvas: Fridays Jan. 17<sup>th</sup>, Jan. 31<sup>st</sup>, Feb. 14<sup>th</sup>, Feb. 28<sup>th</sup>, Mar. 13<sup>th</sup>, and Mar. 27<sup>th</sup>.**

**3. NEWSPAPER CRITIQUE (20%):** Students are to choose one recent newspaper article, cite it, and summarize it in only 1-2 sentences. Next, make and underline your reflection's thesis statement. Then write your own critical reflection (academic opinion) about the article by exploring your personal sociological insights. You should also consider raising additional questions or points that you think are important; agreeing or disagreeing (include why/how) with the journalist's arguments or conclusions; and, drawing connections between the article and course readings and/or class discussions. You may also offer a brief lived-example to support your reflection if relevant. Length — double-spaced, 2-page maximum. **Due: In Person and on Canvas: Friday, February 7<sup>th</sup>.**

**4. FILM CRITIQUE (20%):** This assignment is similar to the Newspaper Critique assignment. Students are to choose from one of the many film clips or documentaries posted on Canvas Discussion Board and then write your own critical reflection (academic opinion) about it by exploring your personal sociological insights. Length — double-spaced, 2-page maximum. **Due: In Person and on Canvas: Friday, March 6<sup>th</sup>.**

**5. RESEARCH PAPER (30%):** In groups of 2 —students are to post to Canvas one jointly written research paper (both students will receive identical grades). This paper should touch on any of the courses weekly topics. One student from each group should submit to Canvas this final assignment. Length — double-spaced, 4-page maximum. **Due: On Canvas: Sunday, April 5<sup>th</sup>.**

**Students should always carefully proofread assignments before handing them in online!** Also, students should always retain a copy of all submitted assignments (in case of technology difficulties or hard-copy paper loss).

**ASSIGNMENT GRADING:** All assignments will be evaluated on your ability to use critical, sociological thinking, and reflectively written concision and brevity skills as you examine and write about a topic that interests you and is relevant to course content. Assignments may be submitted before or on the due date; however, late submissions will be penalized .5 of 1 mark per day late.

### **CHANGES:**

Portions of this course syllabus are subject to change. All changes will be discussed in class or in email. Students are accountable for all changes regardless of their attendance.

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**CLASSROOM ETIQUETTE:**

1. Respectful of your instructor, teacher assistants, and fellow students, please arrive to class on time, and whenever possible, limit the number of times you exit and re-enter the room during classes. If you have any questions about the course content or requirements, please ask in class, after class, or contact me or the course TAs.
2. We are here to introduce you to this particular aspect of Sociology and to help you improve your comprehension, critical thinking, and writing abilities. Please do not overuse email outreach to us for small questions that can be asked (and that would assist all students) during class time, as we then would not be able to respond to students in a timely fashion (usually within 2 days). Please follow proper professional etiquette in all email communications; for example, begin and end all email messages with a respectful salutation.
3. Attentiveness is critical to student learning. Computers should only be used in the classroom for typing notes, or, when necessary, for accessing online reference information. The use of email, entertainment and social media websites during class are prohibited, and I reserve the right to ban the use of computers in the classroom should this rule be repeatedly ignored.

**ACADEMIC INTEGRITY:**

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 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: <http://www.arts.ubc.ca/faculty-mpstaff/resources/academic-integrity/resources/plagiarism-avoided.html>. The UBC library maintains an excellent web-based resource on Academic Integrity and students should review the web site: <http://www.library.ubc.ca/clc/airc.html>. Incidents of academic dishonesty will result in failing this course and referral to the appropriate University officials. Please review the other Academic Regulations at <http://students.ubc.ca/calendar/>.

**LATE ASSIGNMENTS and MISSED EXAMS:**

Assignments received (posted online) after 11:59 pm on the day that they are due will be subject to a deduction of .5 of 1 mark per late day. Assignments handed in late, 7 days or more, with no prior communication with the Instructor, will receive a mark of 0. Exceptions will be made for unforeseen medical or family emergencies with the confirmation through Arts Advising. If you experience a medical, emotional, or personal problem that detracts from your academic performance, please contact the Faculty of Arts Academic Advising office, located in Buchanan Building A-201, 604-822-4028. I only make assignment exceptions for missed deadlines based on a letter from the Arts Advising Office. Make-up exams are a privilege and will only be given to students with a bona fide medical note. If you miss an exam, you must: (1) Email me no later than 1 day after the missed exam (ideally the night before or the day of the missed exam); (2) Be able to attend the single makeup exam (no excuses); and, (3) Bring your medical note to the make-up exam.

**STUDENT ACCOMMODATION NEEDS:**

The University accommodates students with physical or learning disabilities or chronic illnesses, and students whose religious obligations conflict with attendance or scheduled exams. The Disability Resource Centre within Access and Diversity (in Brock Hall) is available for all necessary consultation and resource provisions. Please let me know in the first week of class if you will require an accommodation on any of these grounds. Students, who plan to be absent for varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated. Please discuss your commitments with me in the first week of class so that you will know whether an accommodation will be awarded.

**“EARLY ALERT”:**

During the term, I will do my best to reach out and to offer support if I am concerned about your academic well-being or academic performance. I also encourage you to come and speak with me if you need assistance. In addition, I may identify any concerns I might have by using UBC's *Early Alert* program. This program allows academic, financial, or mental health concerns to be identified sooner and provides you with the earliest possible connections to necessary assistance. Any information that I offer will be treated confidentially. Please keep in mind that the information I might send is because I care about your academic success and well-being. For more information, please visit <http://blog.students.ubc.ca/earlyalert>

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## CLASS SCHEDULE

### **Week 1: January 10 – Introduction Class**

1. Little Bear, L. (2000). Jagged Worldviews Colliding. In M. Battiste (Ed.), *Reclaiming Indigenous Voice and Vision*. WA: University of Washington Press.  
<http://blogs.sd62.bc.ca/danddtech/wp-content/blogs.dir/24/files/2014/02/LittleBear1.pdf>

### **Week 2: January 17 – Unpacking Racism**

#### **Reading Response #1 Due**

1. Yosso and Solorzano 2005. Critical Race Theory (Chapter 6 - p. 117-146). In Blackwell's Companion to Social Inequities. Oxford, UK: Blackwell Publishing Ltd. (See book-PDF file on Canvas in "Modules" folder)
2. Crenshaw, K. 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. [http://www.jstor.org/stable/pdf/1229039.pdf?\\_seq=1472073888138](http://www.jstor.org/stable/pdf/1229039.pdf?_seq=1472073888138)

### **Week 3: January 24 – The Politics of Race**

1. Westwood, S. 2005. Race, Citizen, and the Politics of Recognition. (Chapter 3 - p. 39-63). In Blackwell's Companion to Social Inequities. Oxford, UK: Blackwell Publishing Ltd. (See book-PDF file on Canvas in "Modules" folder)
2. Sharma, N. (2001). On being not Canadian: the social organization of migrant workers. *The Canadian Review of Sociology and Anthropology*; Nov 2001; 38, 4; ProQuest pg. 415-435.  
<http://search.proquest.com.ezproxy.library.ubc.ca/docview/234924568?pq-origsite=summon&accountid=14656>

### **Week 4: January 31 – Ethnicity and Power**

#### **Reading Response #2 Due**

1. Coulthard, G. S. (2007). Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada. *Contemporary Political Theory*, 6(4), 437-460.  
<http://search.proquest.com.ezproxy.library.ubc.ca/docview/237019859?pq-origsite=summon&accountid=14656>
2. Liu, Sikee & Nicholas Blomley. (2012). "Making News and Making Space: Framing Vancouver's Downtown Eastside". <http://onlinelibrary.wiley.com.ezproxy.library.ubc.ca/doi/10.1111/j.1541-0064.2012.00453.x/abstract>

### **Week 5: February 7 – Racialized Inequality and Aboriginal Peoples in Canada**

#### **Newspaper Critique Due**

1. Sikee L. & Blomley, N. (2013). "Making News and Making Space: Framing Vancouver's Downtown Eastside". *The Canadian Geographer / Le Geographe Canadien*, 57(2): 119–132.  
<https://onlinelibrary-wiley-com.ezproxy.library.ubc.ca/doi/epdf/10.1111/j.1541-0064.2012.00453.x>
2. Chow-White, Peter & Rob McMahon. "Examining the 'Dark past' and 'Hopeful Future' in Representations of Race and Canada's Truth and Reconciliation Commission" <http://ses.library.usyd.edu.au/handle/2123/12636>

### **Week 6: February 14 – Race and Aboriginal Relations**

#### **Reading Response #3 Due**

1. Cherubini, Lorenzo (2008). Aboriginal Identity, Misrepresentation, and Dependence  
<http://www3.brandonu.ca/library/CJNS/28.2/01Cherubini.pdf>
2. Walks, R. Alan and Larry S. Bourne. 2006. "Ghettos in Canada's Cities? Racial Segregation, Ethnic Enclaves, and Poverty Concentration in Canada. *The Canadian Geographer*, 50(3): 273-297.  
<http://search.proquest.com.ezproxy.library.ubc.ca/docview/228371823?pq-origsite=summon&accountid=14656>

#### **Reading Break: February 18-21**

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**Week 7: February 28 – Race and Education****Reading Response #4 Due**

1. Hodges Persell and Hendrie, G. 2005. Race, Education, and Inequality (Chapter 13 - p. 295-298, 302-312). In Blackwell's Companion to Social Inequities. Oxford, UK: Blackwell Publishing Ltd. (See book-PDF file on Canvas in "Modules" folder)
2. Tannock, Stuart. (2011). Points of Prejudice: Education-Based Discrimination in Canada's Immigration System. *Antipode*, 43(4), 1330-1356.  
<http://onlinelibrary.wiley.com.ezproxy.library.ubc.ca/doi/10.1111/j.1467-8330.2010.00864.x/abstract>

**Week 8: March 6 – Poverty, Homelessness, and Health**

1. Barnholden, M. & Newman, N. (2007). Street Stories: 100 years of Homelessness in Vancouver. In M. Barnholden, N. Newman & L. Mearns, Street stories: 100 years of homelessness in Vancouver (pp. 9-43). Vancouver: Anvil Press (ebook). <http://deslibris.ca.ezproxy.library.ubc.ca/ID/430132>
2. Rock, Melanie, Lynn McIntyre, and Krista Rondeau. (2009). Discomforting Comfort Foods: Stirring the Pot on Kraft Dinner and Social Inequality in Canada. *Agriculture and Human Values* 26(3), 167-276.  
<http://search.proquest.com.ezproxy.library.ubc.ca/docview/214184275?pq-origsite=summon&accountid=14656>

**Week 9: March 13 – Class, Sexuality, and Orientation****Reading Response #5 Due**

1. Boyd, J. (2014). Performing "East Van" Spatial Identifications and Class Anxieties. *Journal of Contemporary Ethnography*, Vol 45, Issue 2. <http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/full/10.1177/0891241614556344>
2. Masion-Schrock, D. (1996). Transsexuals' Narrative Construction of the "True Self". *Social Psychological Quarterly*, 59(3), 176-192. [http://www.jstor.org.ezproxy.library.ubc.ca/stable/2787018?pq-origsite=summon&seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org.ezproxy.library.ubc.ca/stable/2787018?pq-origsite=summon&seq=1#page_scan_tab_contents)

**Week 10: March 20 – Immigrants and Immigration****Film Critique Due**

1. Plummer, K. 2005. Intimate Citizenship (Chapter 4 - p. 76-94). In Blackwell's Companion to Social Inequities. Oxford, UK: Blackwell Publishing Ltd.
2. Dhamoon, Rita and Yasmeen Abu-Laban. 2009. 'Dangerous (Internal) Foreigners and Nation-Building: The Case of Canada. *International Political Science Review* 30.2: 163- 183.  
[http://www.jstor.org.ezproxy.library.ubc.ca/stable/25652897?pq-origsite=summon&seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org.ezproxy.library.ubc.ca/stable/25652897?pq-origsite=summon&seq=1#page_scan_tab_contents)

**Week 11: March 27 – Crime and Justice****Reading Response #6 Due**

1. Razack, Sherene (2000). "Gendered Racial Violence and Spatialized Justice: The murder of Pamela George" in *Race, Space and the Law*. Pp. 121-156.  
<http://heinonline.org.ezproxy.library.ubc.ca/HOL/Page?handle=hein.journals/cjls15&id=357&collection=journals>

**Final Research Paper (In Pairs) is due Sunday April 5<sup>th</sup>**

**(On Canvas – Posted by 1 Partner or the Other, Not Both)**