



University of British Columbia
SOCI 201 (102)
Ethnicity
Winter 1, 2022

Instructor: Dr. Lisa Richlen
Office: Anso 124
Office Hours: Tuesdays and Thursdays 3:00-3:30 (by appointment) TA: TBD
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Day & Time: Tuesday and Thursday 3:30 - 5:00
Location: FRDM 153

Course Overview and Description:

This is an introductory course on ethnicity. It will introduce the concept of ethnicity and examine the ways in which this group-based identity influences dynamics between groups. The course will also examine the relationship between ethnicity, the nation, nationality and the state with a particular emphasis on the concept of the nation-state as the state is very influential in how ethnic groups behave and interact. Learning will be enhanced through multiple case studies including different conceptions of ethnicity in Canada but also bringing in examples and perspectives from Africa and the Middle East. As such, the local will be connected to and informed by global examples. While the course will be taught from primarily sociological and anthropological perspectives, it will be interdisciplinary in nature introducing literature from political science, social psychology and more.

The course will focus, broadly speaking, on the following topics:

- Definitions, conceptions, notions and understandings of ethnicity today and over time.
- Ethnicity and ethnic affiliation as a resource, tool, strategy and discourse utilized by individuals to achieve political and other aims.
- Ethnic boundaries, interaction, incorporation and crossing and ways in which contact between ethnic groups influences ethnic affiliation and identity.
- Factors influencing cooperation and conflict between ethnic groups.
- Theories of nationalism, the state and the nation-state.
- The influence of the state on ethnic groups residing within it.
- Ethnicity and ethnic relations in Canada and globally.

The learning objectives and outcomes of the course are:

- To understand theories related to ethnicity and nationalism.
- To develop more complex and nuanced understandings of ethnicity.
- To critically interrogate the meaning of the nation-state and understand its impact on ethnic groups.
- To be able to apply course material and analysis to case studies raised in class, in your daily life and in current events.

I aim for this course to be a place where all students want to and feel comfortable engaging in open and honest discussion. To this end, I will encourage active participation and the sharing of multiple

voices and perspectives – including those that may be unpopular, controversial or non-mainstream. I, furthermore, want to encourage students to develop and express well-thought out and supported arguments either for or against various issues. Yet, inflammatory and extreme language will not be tolerated, as, in my view, this shuts down constructive conversation instead of encouraging it. I will also not tolerate views that disparage individuals or groups.

Prerequisites: None. This course is worth 3 credits.

Course Assessment:

On-Going Participation and Small Group Work (15%): In addition to attendance in class, on-going participation consists of asking questions during lectures, posing questions or responding to someone else's comments on-line. You will also have several opportunities throughout the term to work in small groups and aspects of this can be applied towards participation grade. Finally, there will be the option of additional participation points for undertaking more intensive opportunities to contribute to the class such as participation in class debates or an in-class panel discussion and presenting your case study as an infographic.

I realize that different people have different styles and comfort levels participating in discussions and, therefore, there are multiple avenues for contributing to mutual learning about course content.

Active participation enhances your learning and the learning of others. It also contributes to your public speaking skills and confidence in expressing your views – all of which are important in an academic setting.

You will submit the participation log to me twice – first on October 6th and secondly on December 7th.

Mid-Term Exam (15%): This exam is primarily intended to ensure that you remember and understand key terms and concepts introduced during the first half of the course. The exam will be a combination of multiple-choice questions and short answer questions. It will be held on October 25th.

Critical Reflection (15%): This course will focus on two primary concepts: ethnicity and nationalism. You are required to submit one paper of 1.5-2 pages (single spaced – approximately 1000 words) either on ethnicity or nationalism. For your paper, you will select a specific aspect of the concept and critically examine it. The paper should include two main elements: a statement or summary describing the theory or a specific aspect of the theory and then an argument for why you agree with this theory or why you think it is faulty. These assignments aim to help you to improve your analytical skills and give you practice in developing academic arguments. The critical reflection will be due on October 18th.

Research Paper (35%): The research paper will focus on a case study not discussed in class and/or a different aspect of a case study discussed in class – preferably one of personal interest or relevance to you. This assignment is an opportunity for you to demonstrate that you can apply your learning to a different case study. It will also give you the opportunity to present your analytical skills, to make and defend an argument and to practice writing a research paper. The paper should address the following questions:

- How is this case study an 'ethnic group'? What are characteristics of this group (both visible and less visible) that make them an ethnic group?

- What governing structure does this group live under? What institutional arrangements affect their lives?
- How do those institutional frameworks influence their behaviors and their demands from the state?
- Is this ethnic group in conflict with another group? With who?
- What are the primary areas of debate, disagreement or salience in this case study?
- What are the interests and needs of each of the parties to the case study as defined by them? Similarly, what arguments do each 'side' in the case use to support their claims for rights and privileges?

You must first submit a proposal to me and have it approved prior to writing the full research paper. The proposal is worth up to 10 points. The proposal should not exceed two pages and include:

- An abstract (no more than 500 words) which describes the topic.
- A proposed organizational structure for the paper.
- At least two academic sources you are planning to include.

The proposal will be due on November 8th.

The final paper should conform to the following guidelines:

- 10 pages long maximum. You will be marked according to the quality of this paper, not its length; if you can condense your thoughts, you are encouraged to do so.
- Double spaced using standard margins and Times New Roman 12 inch font.
- A cover page including a unique title, your name, the assignment title (Research Paper), the due date, the course number and name and the instructor's name.
- Numbered pages. The cover page is 0.
- The paper must include a minimum of three academic sources (peer reviewed journal articles or book chapters). Academic sources must be properly referenced in a recognized reference style (APA, MLA, etc) and that referencing style must be used consistently in the paper. I strongly encourage you to quote directly from these sources and note the page number of the citation.
- Internet sources such as media items, organizational reports or statistical survey findings may be used and cited but they do not count towards your three sources. These items should be footnoted. Wikipedia, blogs and other such sources should not be used.
- The paper should include the following sections:
 - Abstract: A synopsis of no more than 500 words summarizing your paper.
 - Introduction: A longer description of the paper which includes your primary claims and a summary of the paper's organizational style.
 - Content section (s): This includes data and source material (including quotes and citations), and a discussion of your claims based on your data.
 - Conclusion and summary

The final paper will be due on December 10th.

Final Exam (20%): This exam is primarily intended to ensure that you remember and understand key terms and concepts introduced during the last five weeks of the course. The exam will be a combination of multiple-choice questions and short answer questions. The date of this exam is TBD.

*All assignments must be typewritten and submitted via canvas.

Course Format: Each course module will consist of lectures and interactive activities such as panel discussions, guest speakers, small group work or a video/movie on the topic. In order to enrich classroom discussions and enhance peer learning, students are expected to complete the required readings prior to class. These readings will be accessible on-line or through the UBC library.

Policies:

Please check Canvas on a regular basis (preferably daily) for updates, assignments, readings and more. It is your responsibility to remain updated about the course.

Communication with Students: I value student feedback and encourage you to share with me any thoughts, concerns or ideas you may have. Your feedback can help me to meet the educational needs of all of the students in the class and also grow, develop and improve as an instructor. I welcome your feedback either via email or in-person.

If you want to meet with me or otherwise communicate with me, please e-mail me (rather than call me or contact me via Canvas).

In line with the needs of the class, I may make some changes to the syllabus during the course. If so, I will give you at least two weeks advance warning.

Accommodations and Concessions: In accordance with [UBC policy](#), I will seek to ensure that you can maintain your specific religious and cultural practices. Similarly, consistent with [UBC policy](#), I will attempt to accommodate students with disabilities, ongoing medical conditions or similar such challenges. Finally, if you believe that you deserve an [academic concession](#), you are welcome to pursue this route via Arts Advising. In all cases, please let me know as soon as possible – preferably during the first week of class.

Early Alert: If at any time you require assistance, please reach out to me. If I believe that you are facing a challenge to your well-being or academic performance, I will attempt to reach out to you. The university has a wide variety of resources to assist students facing difficulties through the [Early Alert program](#). In coordination with you, I may report my concerns to this program in order to ensure that you can access support in a more organized and coordinated way. Any such concerns will remain confidential.

Attendance: As noted, you are expected to attend class. If you miss class, it is your responsibility to find out what you missed from other students. While I will not grade attendance directly, attending lectures and other class activities is integral to your learning and for your own benefit as students in this class and in general. I will be happy to distribute my power point presentations however I will not distribute my lecture notes. Other than computers, please keep all phones, tablets or other devices in a backpack or bag.

Make-Up Exams, Late Papers: I will allow you to make up an exam or submit your paper late only with a letter from Arts Advising. You are expected to submit your papers through Canvas by midnight of the due date. For each day that the paper is late, I will mark it down by 10%. Papers submitted more than four days late will not count towards your final grade (unless I get a letter from Arts Advising).

Academic Integrity: Plagiarism or other violations of academic integrity will not be tolerated. This course will act in accordance with the UBC definition of academic misconduct which can be found

[here](#). Please be advised that disciplinary measures can be very harsh. You can read more about them [here](#).

Marking: Marking will be conducted in accordance with UBC's grading guidelines.

You can read more, generally, about the resources and support UBC offers students [here](#).

Mental Health and Crisis Support: UBC has contracted with Empower Me, which is a 24/7 phone service that provides immediate access to a trained mental health professional over the phone. The therapist will then provide help, assess your situation, and if you want, make an appointment with a local therapist for a follow up appointment. Each UBC student is entitled to up to seven counseling sessions through this program as part of their student fees. You can reach Empower Me at: 1 844 741 6389. For immediate emergency assistance, you can call 1-800-784-2433 – a helpline which is open 24/7.

Course Readings and Outline:

Module A: Ethnicity

A.1 (Sept. 6/8): Social Identity

Required Reading:

Eriksen, Thomas Hylland (2010). *Ethnicity and Nationalism*, Third Edition. Pluto Press Chapter 1

Tajfel, H., Turner, J. C., Austin, W. G., & Worchel, S. (1979). An integrative theory of intergroup conflict. *Organizational identity: A reader*, 56(65), 9780203505984-16.

Optional Reading:

Guibernau, Montserrat and John Rex (eds.) (2010). *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*, 2nd Edition Blackwell Publishers. Pgs. 1-9

Guibernau, Montserrat and John Rex (eds.) (2010). *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*, 2nd Edition Blackwell Publishers. Pgs. 46-53 (some overlap with Eriksen, chapter 1 above).

Activity: Word Cloud

A.2 (Sept. 13/15/20): Various Definitions and Conceptions of Ethnicity and Identity Politics

Required Reading:

Gurr, Ted Robert (2000). "The Ethnic Basis of Political Action in the 1980s and 1990s". In Gurr Ted Robert(ed.), *Peoples Versus States: Minorities at Risk in the New Century*, Washington D.C., United States Institute of Peace Press: pgs. 3-7, 16-20

Smith, A. D. (1984). Ethnic myths and ethnic revivals. *European Journal of Sociology/ Archives Européennes de Sociologie*, 25(2), 283-293.

Chandra, K. (2006). What is ethnic identity and does it matter?. *Annu. Rev. Polit. Sci.*, 9, pg. 6.

Richlen, L. (2021). Liminality as an antidote? Ethnic organizing amongst Darfurian asylum seekers in Israel. *Ethnic and Racial Studies*, 45(9), 1782-1802.

Lentz, C. (1995). 'Tribalism' and ethnicity in Africa. *Cah. Sci. hum*, 31(2), pgs. 303-308.

Optional Reading:

Guibernau, Montserrat and John Rex (eds.) (2010). *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*, 2nd Edition Blackwell Publishers. Pgs. 13-15.

Video on identity politics in Ethiopia which can be found [here](#).

Activity: Small group article analysis and video.

A.3 (Sept. 22nd): Ethnic Interaction, Incorporation and Crossing

Required Reading:

Eriksen, Thomas Hylland (2010). *Ethnicity and Nationalism*, Third Edition. Pluto Press Chapter 3 (pgs. 43-48)

Wright, D. R. (1999). "What Do You Mean There Were No Tribes in Africa?": Thoughts on Boundaries—and Related Matters—in Precolonial Africa. *History in Africa*, 26, 409-426.

Barth, F. (1998). *Ethnic groups and boundaries: The social organization of culture difference*. Waveland Press. Pgs. 9-11.

Optional Reading:

Wimmer, Andreas. 2008. "The making and unmaking of ethnic boundaries: A multilevel process theory." *American Journal of Sociology* 113(4): pgs. 973-986 and pgs. 986-997 and pgs. 1007-1008.

Spear, T., & Waller, R. (Eds.). (1993). *Being Maasai: ethnicity and identity in East Africa*. Ohio University Press. Introduction

*I strongly recommend that you read the Wimmer article and the entire Barth article as it will help to reinforce your understanding of course content.

Activity: Small group work focusing on media items.

A.4 (Sept. 27): Ethnicity as a Resource and Strategy

*We will not hold in-person class this day as I will be out for religious reasons. You will watch a pre-recorded lecture (see link below) and work independently in small groups.

Required Reading:

Review: Richlen, L. (2021). Liminality as an antidote? Ethnic organizing amongst Darfurian asylum seekers in Israel. *Ethnic and Racial Studies*, 45(9), 1782-1802.

Watch video which summarizes this article. It can be found [here](#).

Activity: Small group work focusing on your case studies.

A.5 (Sept. 29): Ethnic (Diaspora) Mobilization

Required Reading:

Brubaker R. (2002). Ethnicity without groups. *European Journal of Sociology*, 43(2), 163-189. OR - Guibernau, Montserrat and John Rex (eds.) (2010) or *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*, 2nd Edition Blackwell Publishers. Pg 33-45. The same text appears in both.

Sökefeld, M. (2006). Mobilizing in transnational space: a social movement approach to the formation of diaspora. *Global networks*, 6(3), 265-284.

Activity: Discussion on article reading strategies

Module B: The Nation State

B.1 (October 4th): Introduction to the Nation State

*We will not hold in-person class this day as I will be out for religious reasons. I will send you a link to a pre-recorded lecture and you will work independently in small groups.

Required Reading:

Eriksen, Thomas Hylland (2010). *Ethnicity and Nationalism*, Third Edition. Pluto Press Chapter 6

Cordell, K., & Wolff, S. (Eds.). (2016). *Routledge handbook of ethnic conflict*. New York: Routledge. Chapter 2 – Origins of Nations: Contested Beginnings, Contested Futures – Jennifer Jackson Preece

Guibernau, Montserrat and John Rex (eds.) (2010). *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*, 2nd Edition Blackwell Publishers. Pgs. 54-55

Activity: Develop exam questions about ethnicity.

B.2 (October 6th): What is an imagined political community?

Required Reading:

Guibernau, Montserrat and John Rex (eds.) (2010). *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*, 2nd Edition Blackwell Publishers. Pgs. 56-63 (Anderson)

Activity: Viewing and then discussing as a full class [this](#) video.

*Participation log due.

B.3 (October 11th): Gellner and Nationalism

Required Reading:

Guibernau, Montserrat and John Rex (eds.) (2010). *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*, 2nd Edition Blackwell Publishers. Pgs. 63-79 (Gellner)

Optional Reading:

Cordell, K., & Wolff, S. (Eds.). (2011). *Routledge handbook of ethnic conflict*. New York: Routledge. Chapter 4 – The Nation State: Civic and Ethnic Dimensions –Colin Clark

Review of theories of nationalism [here](#).

Activity: Discussion questions.

B.4 (October 13th): Invented Tradition

Required Reading:

Hobsbawm, E., & Ranger, T. (Eds.). (2012). *The invention of tradition*. Cambridge University Press. – Introduction (pg. 1-14)

Activity: Small group discussions and then full group presentation – exam review.

B.5 (October 18/20): Ethnic Conflict

Required Reading:

Guibernau, Montserrat and John Rex (eds.) (2010). *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*, 2nd Edition Blackwell Publishers. Pg 92-110

Cordell, K., & Wolff, S. (Eds.). (2016). *Routledge handbook of ethnic conflict*. New York: Routledge. Chapter 8 – Ethnicity as a Generator of Conflict

Background on Rwandan genocide which can be found [here](#).

Optional Reading:

Cordell, K., & Wolff, S. (2016). *The study of ethnic conflict: An introduction*. In *The Routledge handbook of ethnic conflict* (pp. 1-11)

Activity: Viewing a video about the Rwandan genocide and full class discussions.

*Critical reflection due.

October 25th: Exam 1 and preparation for proposal

Module C: International Case Studies

C.1 (October 27th and November 1st): The Kurds – Case Study

Required Reading:

Landis, D., & Albert, R. D. (2012). Handbook of Ethnic conflict. Springer. – Chapter 10 - Ethnopolitical Conflict in Turkey: From the Denial of Kurds to Peaceful Co-existence? - Ayşe Betül Çelik

Park, B. (2016). The Kurds: A nation divided, a nation without a state. In The Routledge Handbook of Ethnic Conflict (pp. 331-347). Routledge. Pages 213-315; 320-323; 326-327 (the parts that focus on Turkey)

Optional Reading:

Loizides, N. G. (2010). State Ideology and the Kurds in Turkey. Middle Eastern Studies, 46(4), 513-527.

Activities: Guest Speaker and small group work

C.2 (November 3rd and 8th): Sudan/Darfur – Case Study

Required Reading:

Sharkey, H. J. (2008). Arab identity and ideology in Sudan: The politics of language, ethnicity, and race. African Affairs, 107(426), 21-43.

Richlen – Sudan: Literature Review

Optional Reading:

Back, I. (2015). Intervention and Sovereignty in Africa: Conflict Resolution and International Organizations in Darfur. IB Tauris. Chapter 2

Activity: Guest Speaker

Module D: Ethnicity in Canada

D.1 (November 15th): Quebec

Required Reading:

Satzewich, Vic and Nikolaos Liodakis. 2013. ‘Race’ & Ethnicity in Canada: A Critical Introduction, 3rd Edition. Don Mills: Oxford University Press Canada. Chapter three.

Couture Gagnon, A., & Saint-Pierre, D. (2020). Identity, Nationalism, and Cultural and Linguistic Policies in Québec. The Journal of Arts Management, Law, and Society, 50(2), 115-130.

Activity: Case study presentations.

D.2 (November 17th): Indigenous and Settler Relations

Required Reading:

Satzewich, Vic and Nikolaos Liodakis. 2013. 'Race' & Ethnicity in Canada: A Critical Introduction, 3rd Edition. Don Mills: Oxford University Press Canada. Chapter eight.

Battiste, M. (2018). Compulsory schooling and cognitive imperialism: A case for cognitive justice and reconciliation with Indigenous Peoples. In The Palgrave handbook of education law for schools (pp. 567-583). Palgrave Macmillan, Cham.

Optional Reading:

Honoring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada. It can be found [here](#).

Activity: Guest speaker from the Indian Residential School History and Dialogue Centre

D.3 (November 22nd and November 24th): Immigrants, Migrant Workers and Refugees

Required Reading:

Satzewich, Vic and Nikolaos Liodakis. 2013. 'Race' & Ethnicity in Canada: A Critical Introduction, 3rd Edition. Don Mills: Oxford University Press Canada. Chapter four.

Berry, J. W., & Hou, F. (2017). Acculturation, discrimination and wellbeing among second generation of immigrants in Canada. *International Journal of Intercultural Relations*, 61, 29-39.

Optional Reading:

Creese, G., & Kambere, E. N. (2003). What colour is your English?. *Canadian Review of Sociology/Revue canadienne de sociologie*, 40(5), 565-573

Activity: Student Panel Discussion and guest speaker

D.4 (November 29th and December 1st): Multiculturalism and Interculturalism

Required Reading:

Satzewich, Vic and Nikolaos Liodakis. 2013. 'Race' & Ethnicity in Canada: A Critical Introduction, 3rd Edition. Don Mills: Oxford University Press Canada. Chapter six.

Banting, K., & Kymlicka, W. (2010). Canadian multiculturalism: Global anxieties and local debates. *British Journal of Canadian Studies*, 23(1), 43-73.

Activities: Debate Prep

December 6th: Debate

Land Acknowledgement

This course takes place on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) People. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site. I am grateful to have access to these lands today and appreciate the opportunity to benefit from their responsible stewardship of this land and to learn about the people indigenous to it.