

THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF ANTHROPOLOGY AND DEPARTMENT OF SOCIOLOGY
ANTH/SOCI 201A - 001
ETHNIC RELATIONS
Winter Session, Term 2, September - December 2013
MWF, 12:00 - 1:00 p.m., AnSo 207

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PURPOSE/OVERVIEW

This course provides an introduction to ethnicity from an interdisciplinary perspective. We will especially emphasize the relationship between ethnicity and nationhood. Case studies will focus not only on Canada but provide a global context to explain ethnic consciousness and conflict as a property of large systems, institutions and patterns which transcend local identities and boundaries. This will, by matter of course, involve historical, colonial, economic, political and cultural factors.

TEXTS

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

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

Custom Course Materials Packet (available at the bookstore)

RATIONALES

This cross-listed course should be useful to majors in both anthropology and sociology as well as students a broad range of fields such as social work, political science, international relations, geography, economics and education. The texts chosen are largely anthropological and sociological in approach, but incorporate various perspectives for a more comprehensive view. Each also incorporates diverse and useful case studies. Both texts engage students in broad debates which cross disciplinary boundaries. Course work is designed to introduce basic concepts, understand current issues and circumstances, and to provide a theoretical foundation for further study.

EVALUATION

Evaluation of student learning will be based on three examinations and a research paper on an approved topic of the student's choice. There will also be a small group component. Points will be calculated on the following weightings:

Exam 1:	15%
Exam 2:	15%
Final Exam:	30%
Proposal:	5%
Research Paper:	25%
Small Groups	10%

Final grades for this course must conform to a standard distribution set by the Faculty of Arts. As such, marks may be curved to meet these requirements.

POLICIES

Make-up exams will be administered with a valid documented excuse, and the exam will have a different format than that offered for in-class exams. Students **must** make up a missed exam **before** the next exam in sequence is given (unless they have obtained a deferred standing for the course). **No late papers will be accepted regardless of excuse** (unless you have obtained a deferred standing for the course).

!!!!IMPORTANT NOTE!!!!

Regular attendance in class is an expectation of this course. Some information regarding exams, papers and assignments will only be available in class during lectures. If you miss class for some reason, you are responsible for finding out what information you missed.

RESEARCH PAPERS AND PROPOSALS

A research paper is required for all students. This paper should focus on an issue related to ethnicity, ethnic conflict, multiculturalism, or nationalism. Proposals for topics must be submitted for approval on **October 16th**. Final Research Papers are due in class on **November 29th**.

Proposals should be type-written or printed on a computer. They should be 1-2 pages long and include three parts: 1) Abstract: a brief descriptive paragraph (or two) of the topic, including a these statement or argument; 2) Outline: with some detail of how the paper will likely be organized; and 3) Preliminary Bibliography of at least 3 sources. Proposals are intended to help students stay focused on topics and will be returned with (hopefully) helpful comments. Proposals which do not meet the basic three-part criteria outlined here will have one point deducted automatically. Late proposals will also have points deducted. All students must submit a proposal and no final papers will be accepted without prior approval of the topic by submitting a proposal.

Research Papers should be 10 to 15 pages long (double-spaced, using standard margins and fonts). They should be clearly organized, with a clear introduction (including thesis statement, a brief discussion of what you are going to do, argument you are going to make), a middle (involving data and articles analyzed, a thorough discussion of the topic and the different points of view, and include appropriate quotations and references cited), and conclusion (restating thesis, posing any additional questions, giving your own evaluation of the topic, etc.).

Important: Papers will be evaluated using three main criteria: 1) appropriateness of topic, demonstrated by use of theoretical and historical constructs which are integrated with the data presented; 2) depth and breadth of research, demonstrated by adequate academic sources and extensive citation thereof; and 3) organization, writing style, clarity, editing, etc. Research papers are intended to be opportunities to extend your learning by delving deeply into a relevant topic. As such, they should not overly utilize text or lecture notes, but exhibit additional learning and insight.

Follow the Eriksen text for references cited and bibliography. You should have a minimum of 6 sources and the majority must come from academic journals or publications. Internet sources should be of high quality and not substitute for library research, but used only supplementally. Failure to cite sources correctly (i.e., following the pattern in the Eriksen text) will mean an automatic deduction of 10%. If no sources are cited in the body of your paper, or you cite only sources which are not in your bibliography, you will receive an F for this assignment. As a rule of thumb, if you can cite a page number, do so.

A few errors will involve no deductions, but excessive typos or grammatical errors will result in a 10% point deduction, so be sure to proof-read.

Research Papers are to be based on library research, and should not involve conducting surveys or interviews with subjects as these would require a formal ethical review process and approval from the university. You may use first hand material in your paper only as incidental information, and you must protect the identities of those involved. (Example: you have a friend or family member who encountered discrimination or violence and this stimulated your interested in a particular issue. You may note this information in your paper and discuss the incident, but the individual(s) involved should not be identified. The experience should be the starting point for further research, not a substitute for library based data.)

Research Papers must be original for this course and not recycled from other classes.

Plagiarism will result in no points and possible disciplinary action by the university.

Papers are not accepted via e-mail attachments, even to meet deadlines.

Do not cite Wikipedia.

PLAGARISM

The UBC Calendar (2009/10) states the following about academic integrity: Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

More information regarding UBC policies at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

SMALL GROUPS

There will be three small group discussion sessions during the term. You will be assigned to a group in a random manner, and will receive 3.3 points for participation in each discussion session. In order to receive these points, a summary of the group's answers to questions discussed must be submitted at the end of the session.

There will be some preparatory work necessary before each small group session. Information will be provided in a separate handout. You will receive a copy of the questions to be discussed in the class prior to holding discussion groups.

If you miss a small group discussion, you will receive 0 points for that session. If you have a valid, documented excuse (at the discretion of the instructor) you will be permitted to do a short make-up assignment. Excuses must be presented in writing, and in a timely manner.

Small Group Dates are noted in the course schedule below.

Procedures for Small Group Discussions: Select a group leader and a group report writer. Group members may volunteer for either position. Identify in the summary who was the leader and who was the report writer.

Responsibilities of Group Leader: 1) have everyone introduce themselves; 2) make sure that everyone has a chance to speak; 3) remember that consensus is not the goal, but open dialogue--be supportive of different points of view being expressed; 4) be sure that everyone in attendance signs the report (in order to obtain points); 5) be responsible for making sure the summary is turned in to the instructor or TA.

Responsibilities of the Group Report Writer: 1) write a report on regular 8.5"x11" notebook paper; 2) remember that the report is a summary of group members' answers to the questions--include as many specific points as possible, but don't make it too long (1 or 2 pages max); 3) get the group members to help you summarize the discussion towards the end; 4) don't worry if you have to cross things out.

SOME IMPORTANT POINTS TO REMEMBER:

1. Are you silencing anyone in your group?
2. Are you respecting the diversity of views of group members or are you unconsciously or consciously trying to forge consent?
3. Do you make an effort to encourage everyone to speak and then really listen to what is being said?
4. Do you consider what is being said even if it conflicts with your own beliefs on the issue?
5. Do you view the discussion group members as being in competition with each other (which is not their purpose) or as an opportunity to share information with others who are interested in the same issues that you are, thus broadening your own knowledge (which is their purpose).

APPROXIMATE COURSE SCHEDULE

PART 1: INTRODUCTION AND THEORETICAL OVERVIEW

Week 1
(9/4-9/6) What is ethnicity?
Issues: What is the relationship between ethnicity and culture, race, etc.?
Readings: Eriksen, Chapter 1
Guibernau and Rex, pp. 1- 9

Week 2:
(9/9-9/13) Early Theories
Issues: How do early social theories comprehend and explain ethnicity?
Readings: Guibernau and Rex, pp. 13 – 33

Week 3:
(9/16-9/20) Creating the “Other”
Issues: What is meant by assimilation, urban ecology, stereotyping, etc.?
Readings: Eriksen, Chapter 2

**9/18 TRUTH AND RECONCILIATION COMMISSION OF CANADA
(suspension of classes)**

9/20 SMALL GROUPS

Week 4:
(9/23-9/27) Boundaries and Interactions
Issues: How are ethnic boundaries created, maintained and transcended?
Readings: Eriksen, Chapter 3

Week 5:
(9/30) Boundaries and Interactions (continued)

10/02 EXAM ONE (tentative date)

PART 2: ETHNICITY IN HISTORICAL CONTEXT

Week 5:
(10/4) Ethnicity and the Modern World
Issues: How is the world structured and ordered in an unequal fashion?
Readings: Eriksen, Chapter 4

Week 6:
(10/7-10/11) Nationalism and the Modern State
Issues: What is nationalism? What is a national consciousness? Where do minorities fit in the modern state?
Readings: Eriksen, Chapters 5 and 6
Guibernau and Rex, p. 54-89

10/14 THANKSGIVING (no class)

Week 7:
(10/16-10/18) Nationalism and the Modern State (continued)

10/16 PAPER PROPOSALS DUE

10/18 SMALL GROUPS

Week 8:
(10/21-10/25) Multiculturalism and Other Models
Issues: How do conflicts emerge? How do they fit with global issues?
Readings: Eriksen, Chapter 8
Guibernau and Rex, pp. 90 –110 and pp. 308-321
CCM Fleras and Elliott reading: "Gendered Diversity"

Week 9:
(10/28) Causes of Ethnic Conflict

10/30 EXAM TWO (tentative date)

PART 3: CASE STUDIES

Week 9 : Northern Ireland
(11/1) Readings: CCM Marger reading: "Northern Ireland"

Week 10: Northern Ireland (continued)
(11/4-11/8) Former Yugoslavia
Readings: Handout (to be provided)

Week 11: Former Yugoslavia (continued)
(11/13-11/15) Quebec
Readings: Guibernau and Rex, pp. 167-174

11/11 REMEMBRANCE DAY (no class)

11/15 SMALL GROUPS

Week 12: Quebec (continued)
(11/18-11/22) First Nations Issues
Readings: Guibernau and Rex, pp. 184-198
CCM: Asch reading: "Aboriginal Self-Government and Canadian
Constitutional Identity: Building Reconciliation"

Week 13: First Nations (continued)
(11/25-11/29) Racism
Readings: Eriksen, Chapter 9
Guibernau and Rex, pp. 343-355
CCM: Driedger reading: "Racism: Prejudice and Discrimination"

11/29 RESEARCH PAPER DUE IN CLASS

TBA FINAL EXAM (date to be announced in schedule of examinations)