

THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF SOCIOLOGY
SOCIOLOGY 201 - 001
ETHNIC RELATIONS
Winter Session, Term 1, September - December 2017
TTh, 11:00 - 12:30, MATX 1100

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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:	17.5%
Exam 2:	17.5%
Final Exam:	35.0%
Proposal:	5.0%
Research Paper:	25.0%

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 12th. Final Research Papers are due in class on November 30th.

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 thesis statement or argument and key words; 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.

Utilize one of the following acceptable style guides for references, citing, and rules: APA, Chicago, MLA, Harvard. 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., using a correct guide as noted above) 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 interest 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>

APPROXIMATE COURSE SCHEDULE

PART 1: INTRODUCTION AND THEORETICAL OVERVIEW

Week 1 (9/7)	What is ethnicity?
Readings:	Issues: What is the relationship between ethnicity and culture, race, etc.? Eriksen, Chapter 1 Guibernau and Rex, pp. 1- 9
Week 2: (9/12-9/14)	Early Theories
Readings:	Issues: How do early social theories comprehend and explain ethnicity? Guibernau and Rex, pp. 13 – 33
Week 3: (9/19-9/21)	Creating the "Other"
Readings:	Issues: What is meant by assimilation, urban ecology, stereotyping, etc.? Eriksen, Chapter 2
Week 4: (9/26-9/28)	Boundaries and Interactions
Readings:	Issues: How are ethnic boundaries created, maintained and transcended? Eriksen, Chapter 3

10/3 EXAM ONE (tentative date)

PART 2: ETHNICITY IN HISTORICAL CONTEXT

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

Week 6: Nationalism and the Modern State
(10/10-10/12) 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

10/12 PAPER PROPOSALS DUE

Week 7: Nationalism and the Modern State (continued)
(10/17-10/19)

Week 8: Multiculturalism and Other Models
(10/24-10/26) 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"

10/31 EXAM TWO (tentative date)

PART 3: CASE STUDIES

Week 9: Northern Ireland
(11/2) Readings: CCM Marger reading: "Northern Ireland"

Week 10: Northern Ireland (continued)
(11/7-11/9) Former Yugoslavia
Readings: Handout (to be provided)

Week 11: Former Yugoslavia (continued)
(11/14-11/16) Quebec
Readings: Guibernau and Rex, pp. 167-174

Week 12: Quebec (continued)

(11/21-11/23) 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)

(11/28-11/30) Racism

Readings: Eriksen, Chapter 9

Guibernau and Rex, pp. 343-355

CCM: Driedger reading: "Racism: Prejudice and Discrimination"

11/30 RESEARCH PAPER DUE IN CLASS

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