DEPARTMENT OF SOCIOLOGY
THE UNIVERSITY OF BRITISH COLUMBIA
SOCIOLOGY 302A - 004
ETHNIC AND RACIAL INEQUALITY
Winter Session, Term 1, September - December 2017
Tuesdays & Thursdays, 3:30 – 4:50 p.m.
ANSO 207

Instructor: David C. Ryniker, Ph.D.   **Office:** AnSo 149
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(put "Soci 302" in subject line)

OVERVIEW/COURSE DESCRIPTION

This course focuses on classical and contemporary theories of racial and ethnic inequality and will essentially be divided into two parts: 1) we will begin by looking at the concept of "race" itself and the emergence of racial ideologies and racism in historical context, including scientific rationalism, colonialism, imperialism, etc. taking a global focus; 2) then we will apply this to the experience of Canada, looking at historical as well as contemporary issues, and how ethnic and racial issues in Canada connect with global issues.

TEXTS

There are four required texts:

Brace, C. Loring (2004). Race is a Four-Letter Word: The Genesis of the Concept. Oxford University Press.

Bulmer, Martin and John Solomos (editors) (1999). Racism. Oxford University Press.

Satzewich, Vic and Nikolaos Liodakis (2010). 'Race' and Ethnicity in Canada, 2nd edition. Oxford University Press.

Wallis, Maria, Lina Sunseri and Grace-Edward Galabuzi (2010). Colonialism and Racism in Canada: Historical Traces and Contemporary Issues. Nelson.

RATIONALES

The Brace text will provide us with an overview of the concept of "race" as it has emerged in the modern world. This will be supplemented with the Bulmer/Solomos volume which includes important classic readings on the subject. Satzewich and Liodakis will serve to provide general theoretical orientations, and the primary Canadian content. Wallis et al will provide some windows into specific instances in the Canadian experience.

EVALUATION

There will be two in-class examinations and a final paper. These will be valued as follows:

Mid-Term Exam	30%
Final Exam	30%
Research Paper	30%
Small Groups	10%

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). Late papers will have points deducted in a manner intended to insure fairness to all students… extremely late papers may not be accepted without prior consultation or an unusual and verifiable excuse. Students who are encountering difficulties meeting deadlines due to "other" issues should seek a deferred standing.

RESEARCH PAPER

Papers should be 10 to15 pages long (double-spaced, using standard margins and fonts). They should be clearly organized, with a clear introduction (a brief discussion of what you are going to do, and how you are going to do it), 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 general points, positing any additional questions, giving your own evaluation, etc.).

Use on of the following style guides: Chicago, MLA, APA or Harvard. For each paper you should have a minimum of 8 sources and the majority must come from academic journals or publications. Internet sources should be of high quality and not used as a substitute for library research, but supplemental. Failure to cite sources correctly (i.e., following the guidelines) 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.

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 had a particular experience 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, except in unusual circumstances.

COURSE OUTLINE WITH READINGS
(approximate schedule)

Unit 1: Introduction and Overview, General Theoretical Orientations

Week 1:   What theoretical traditions have emerged to explain concepts such as "race" and "ethnicity"?
(9/7)   What historical constructs have been utilized? How does Canada fit into this picture?
                Readings: Satzewich/Liodakis, Chapter 1
                                 Bulmer/Solomos, General Introduction, Chapters 42 and 43

Unit 2: The Origin of the Concept of "Race"

Week 2:   Are there "races" of humans? What are the underlying biological issues? Have we always
(9/12-9/14)   divided ourselves up into distinct racial groupings?
                Readings: Brace, Chapters 1 - 3
                                 Bulmer/Solomos, Chapters 1 - 2

Week 3:   What is meant by such terms as "enlightenment" and "reason"? Who is the "other"?
(9/19-9/21)   Readings: Brace, Chapters 4 - 6
                                 Bulmer/Solomos, Chapters 4, 5, 6 and 8

Weeks 4 & 5: What debates did Europeans have about "race" and inequality? What are the origins of anti-
(9/26-9/28)   racism? What are the different strains of anti-racism?
                Readings: Brace, Chapters 7, 9, 10 and 12
                                 Bulmer/Solomos, Chapters 10, 12, 15 and 16

Weeks 5 & 6: How did these debates continue into the 20th century, in such forms as eugenics, and emerging
(10/3-10/5)   out of such events as the holocaust? How does the idea of "civil rights" emerge?
                Readings: Brace, Chapters 13 -15
                                 Bulmer/Solomos, Chapters 18, 37, 39

Week6:   Is racism a "white disease"? How does racism play out in conflicts such as Rwanda, Sudan,
(10/10-10/12) and Iraq (or other similar regional or intra-national conflicts)?
                Readings: Brace, Chapters 18 - 19
                                 Bulmer/Solomos, Chapters 25, 26, 28, 29, 45 and 46

10/17 MID-TERM EXAM (approximate date)

Unit 3: The Making of Canada–Founding Nations and National Concepts

Week 7:   How does Canada's origins fit into the general history lesson we've been exploring so far?
(10/19)   Compared to other places (US, Australia, Brazil, France)?
                Readings: Satzewich/Liodakis, Chapter 2
                                Bulmer/Solomos, Chapters 28, 40, 41 and 50
                                Wallis et al, Chapter 1

Week 8:   What is the cultural mosaic in Canada? What processes are central to the development of
(10/24-10/26) ethnic consciousness? How are these processes engaged with in Canada?
                Readings: Satzewich/Liodakis, Chapter 3
                                Wallis et al, Chapter 2 and 9

Week 9:   What are the primary markers of social inequality? How do race, ethnicity, class and gender
(10/31-11/2)   intersect?
                Readings: Satzewich/Liodakis, Chapter 4
                                Wallis et al, Chapters 3, 10 and 11

Week 10:   What is multiculturalism? In what ways does it address racism and inequality? In what ways
(11/7-11/9)   is it successful? In what ways is it controversial?
                Readings: Satzewich/Liodakis, Chapters 5 and 6
                                Wallis et al, Chapters 4 and 6

Weeks 11&12 How does the concept of "indigeneity" or "aboriginality" play into the Canadian national
(11/14-11/21) consciousness? How does this contrast with immigrant communities/disasporas?
                Readings: Satzewich/Liodakis, Chapters 7 and 8
                                Wallis et al, Chapters 5 and 17

Weeks 12&13 What is Canada's place today in relation to issues such as human rights, globalization,
(11/23-11/30) creating equality?
                Readings: Bulmer/Solomos, Chapters 48 and 51
                                Wallis et al, Chapters 12, 14 and 15

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