

UNIVERSITY OF BRITISH COLUMBIA
SOCI 302 -004
Race & Ethnic Inequality
Fall 2016

Instructor: Oral Robinson

Office: AnSoc 2202

Office Hours: Thur. 4:00-5:00pm or by appointment

Email: oral.robinson@ubc.ca

Instructor's telephone: TBA

Time: Tues. & Thur. 2:00pm to 3:30pm

Class location: BUCH -B315

Teaching Assistant: TBA

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Overview

The course undertakes critical examination of classical and contemporary theories, and research evidence concerning ethnic and racial inequality at global, local and interpersonal levels.

Course Description

Welcome to SOC 302 -Race and Ethnic Inequality! The course provides a critical sociological study of 'race' and ethnicity, examining their origins and social constructions across cultures and historical periods. It also examines how race and ethnicity continue to matter in contemporary societies, and how they influence life chances and inequalities in Canada and the world. We will also look at how politics, globalization and migration are affecting race relations. Topics such as multiculturalism, ethnic stratification, anti-racists social movements, prejudice and stereotypes, and their embodiment in social institutions (such as popular culture, labor markets, education etc.) will also be analyzed using social theory and empirical research. Finally, you will be encouraged to contemplate the future of race relations and reflect on ways of improving racial equality.

Prerequisites

Sociology 100 or equivalent, or instructor's permission.

Learning Outcomes

By the completion of this course, you will be expected to:

- Understand and be able to critically analyze fundamental theoretical questions and debates involved in the analysis of 'race', 'ethnicity', racism and discrimination.
- Evaluate how 'race' developed in various socio-historic contexts, and how it is experienced in individual lives and in processes of migration, globalization and social institutions.
- Draw conclusions about why certain groups in Canada and the rest of the world are racialized and evaluate strategies to enhance better race relations.
- Exercise your social skills by participating in group activities, cross debates, presentations, and active class participation.

- Improve your writing skills through the documentation of your thoughts/reflections on race/ethnic issues and completion of a term paper.

Required Texts

Fleras, A. (2017) *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8rd Edition). Toronto: Pearson.

Winant, H. (2004). *The New Politics of Race: Globalism, Difference, Justice*. Minneapolis: University of Minnesota Press.

The text is available at the UBC Bookstore and is on reserve in Koerner Library for 2-hour loan. Please check the course website regularly for additional reading/resources. Optional readings are at the end of this course outline.

Teaching Methods

The class is primarily organized around lectures, individual and group activities, discussions, and case studies analyses. I often incorporate popular media in my lessons to demonstrate how ideas, concepts, theories and research apply to the real world. I will also post clips (news and videos) on the course page and I encourage you to send me or post any content on Connect that relate to the course. I might also use the interactive tool Tophat (<https://www.app.tophat.com>) for certain exercises in class. Login instructions will be provided.

My goal is to help you to develop your own position about issues in the course and facilitate the exchange of ideas by exposing you to different sociological perspectives as well as those of you peers. Please feel free to share your opinions and respond to your peers in an appropriate and respectful manner during class and on the Connect page.

Students' Feedback: I also encourage you to share your opinions on the direction of the course and make suggestions on how to improve your experience in the course. From time to time, I will be collecting your feedback and incorporate them in the course. Outside of this, feel free at any time to speak to me one-on-one or send me an email to discuss your course experience.

Course Expectations

- **Be informed:** You should check the course site frequently to view announcements, lecture notes, assignments, additional readings, videos, and related content.
- **Reading Expectations:** You are expected to read the assigned materials prior to class, during which we will engage in group discussions and other activities.
- **Attendance Expectations:** You are expected to attend all classes. It is important to do so because much of the material in this course is structured around class discussions and activities. If you are absent, it is your responsibility to obtain missed lecture notes and other information from a course mate.
- **Participation Expectations:** A satisfactory and consistent level of participation is expected, including within groups and in general class discussions. In addition to fostering a community in the classroom, your contribution to the virtual classroom is expected (Connect or Tophat). We will also use these online tools to facilitate online group discussion, blogs and gather feedback. Please participate fully.

Summary of Evaluation Components

Evaluation Component	Weight	Due date
Midterm	25	October 13
Critical Essay	25	November 10
Participation & Attendance	15	Ongoing
Final Exam	35	TBA
Total	100%	

Details of Evaluation Components

Midterm Exam

Value: 25% of final grade

Date: October 13, 2015

Description: The midterm exam will comprise multiple choice and short answer questions, covering materials from the required reading and lectures. Further details will be discussed in class.

Critical Essay

Value: 25% of final grade

Due Date: November 10.

Type & Description: This assignment will give you the opportunity to reflect on an issue surrounding race and ethnic relations, and engage in a critical sociological analysis of the main arguments. You should put in practice some of the skills developed from the article review, as well as critical discussions of concepts and issues reviewed throughout the course. You are expected to write between 10-12 pages double-spaced, Times New Roman excluding your cover page and bibliography. The topics and further guidelines surrounding this assignment will be posted on Connect by the end of the first day of class.

Participation & Attendance

Value: 15% of final grade

Description: You are expected to attend and participate in class fully. Attendance and participation will be evaluated in two ways:

- A. In-class activities: These will include your responses to: a) two-minutes memo questions; b) reflections pieces; c) fast-write activities; d) topic summaries; e) quizzes or other activities. I will not be telling you when these activities will take place so good class attendance is important. You must submit completed activities at the designated time to earn the attendance/participation grade. There will be no make-ups for missed in-class quizzes. A total of 6 activities will be done in Class. These will be worth 5 points.

- B. **Group Work:** Students are expected to participate and lead class discussions during these sessions. You will work in groups of 5 students on exercises to be given class. During each small group session, one student is expected to take notes and submit a summary at the end of class. I will not be telling you when these activities will take place so your attendance is important. Each student is allowed one absence from small group discussions. Any absence beyond that will result in a deduction off class participation marks. There will be no make-ups for missed small group discussion. A total of 6 of these activities will be done in Class, but your score will be based on the best 5 submissions. These will be worth 10 points.

Final Exam

Value: 30% of final grade

Date: TBA

Description: The final exam will have specific focus on topics covered after the mid-term exam, and will follow the format of short-answer and essay questions. Please note that in order to adequately answer essay questions, you will need to draw on insights gained from the beginning of the course. The final date and time will be set by the university.

Midterm and Final Examination Scheduling: Midterm and final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the specified examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures at: <http://students.ubc.ca/success/academics-ubc#final-exams>

Important information about your written assignments

Submission: Assignments must be submitted electronically via the course webpage by midnight of the due date. If you have questions about this, please feel free to consult with me in advance of the due date.

Referencing: Several sociological academic sources should be used to explore the topic/question outside of the textbooks (usually, a minimum of 5 sources). Sources for ALL ideas and quotations used are to be properly referenced using the APA format. Penalties will result if this referencing is not undertaken. No more than 50% of sources can be internet sources (unless the source is from an online academic database). A guideline for how to cite different types of texts using the APA format will be uploaded to the course page.

Late Assignment: All assignments must be turned in by the assigned due dates unless extenuating circumstances arise or if you have made prior arrangements with me. A new due date may be negotiated depending on the situation. Otherwise, late work may be penalized by a 5% deduction of your grade for each day that the assignment is late.

OTHER COURSE INFORMATION

Access & Diversity: The University accommodates students with disabilities or ongoing medical condition or challenges that may affect their academic success. Some examples of accommodations are: alternate format for print materials; extended time on exams; classroom captioning. The university also accommodates students whose religious obligation conflict with that course, including attendance, submission of assignments or the completion of tests and examinations on specific dates. It is your obligation to inform me in advance of any accommodations that you may require. For more information on accommodations offered by the university, please visit the Access and Diversity Centre on campus or their website at: <http://students.ubc.ca/success/student-supports/academic-accommodations>

Integrity Defined: The University is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Please review the UBC calendar on “Academic regulations” for the university policy on cheating, plagiarism and other forms of academic dishonesty. You should visit the student services website for tips and resources to help you stay compliant to the university regulations at <http://students.ubc.ca/success/academics-ubc>

Plagiarism (taken from UBC Course Calendar): The university defines plagiarism is the act of submitting the intellectual property of another person as your own. It is one of the most serious of academic offences. Penalties for plagiarism may range from a failing grade in a course to suspension from the University. Acts of plagiarism include:

- Copying all or a part of another person’s work and presenting it as your own
- Purchasing a paper from someone (or a website) and presenting it as your own
- Re-submit your work from one course to fulfill a requirement in another course

Citation

Intellectual property includes ideas, arguments, phrases, sentences, paragraphs, or results of research. When you use excerpts from someone else’s work in your essay, paper, or presentation, you must acknowledge the original author in a footnote or another accepted manner of citation. The UBC Library can help you with proper citation.

University Regulations

It is your responsibility to be aware of University regulations. A complete listing of academic regulations that apply to every student at UBC can be found in the “Policies and Regulations” chapter of the UBC Calendar at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0>

Early Alert: If at any time, I become concerned about your academic performance or wellbeing, I will do my best to connect with you to address the situation. I also encourage you to speak to me if you need assistance. I may also identify my concerns using Early Alert, a program which allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources and support to help you. The information is treated confidentially and would be sent out of concern for your academic success and wellbeing. Please visit earlyalert.ubc.ca for more information.

University Academic Courses Policy: Criteria to Pass: Students must submit all their assignments and must achieve a minimum of 50% overall to pass this course. The following grading system will apply in this course as adapted from the Faculty of Arts “Grading Guidelines”:

Grade	Comment	Detailed Description
A+ (90 - 100%) A (85 – 89%) A- (80 – 84%)	Exceptional	Exceptional student performance: Strong evidence of original thinking and sound critical evaluation. Very good organization and capacity to analyze and synthesize information. Superior grasp of the literature and/or subject matter.
B+ (76 - 79%) B (72 - 75 %) B- (68 – 71%)	Very Competent	Very competent student performance: Evidence of original thinking and critical evaluation. Good organization, analytic ability and synthesis of information. Very reasonable understanding of the literature and/or subject matter.
C+ (64 - 67%) C (60 - 63%) C- (55 - 59%)	Adequate	Adequate student performance: Able to provide simple solutions to critical and analytical problems. Adequate organization, analysis and synthesis of information. Some understanding of the literature and/or subject matter.
50% - 54% (D)	Pass	Passing student performance: Serious weaknesses in organization, critical, and analytic skills. Little evidence of understanding of the literature and/or subject matter.
0% - 49% (F)	Fail	Failing student performance: Severe weaknesses in organization, critical and analytic skills. No evidence of understanding the literature and/or subject matter.

Returned Assignments and Marks: Aside from computational or other minor errors on our part, all marks assigned are final. We will not discuss assignments in the first 24 hours after they are returned so that students can spend that time considering the comments or going over the assignments themselves.

Class Schedule

Week 1: Course Introduction, Defining ‘Race’ & Ethnicity (Sept. 6 & 8, 2016)

Key Outcomes: To examine comparative perspectives on race, and review sociological definitions of race and ethnicity. You will also examine how social and historical processes affect race relations.

Required Readings:

Fleearas, A. (2017). “Race, Ethnic, and Aboriginal Relations: Patterns, Paradoxes, Perspectives” (Chapter 1: pp. 1-31). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8rd Edition). Toronto: Pearson.

Winant, H. (2004). “Introduction” (p. ix-xx) In *The New Politics of Race: Globalism, Difference & Justice*. Minneapolis: University of Minnesota Press.

Week 2: Global History of 'Race' & Ethnicity: The Americas & Europe (Sept. 13 & 15, 2016)

Key Outcome: To understand the historical foundations of race and ethnicity by examining ethnic perceptions, awareness, representation and attitudes in European and American civilizations, and their continuing impacts on contemporary realities.

Required Reading

- Alleyne, M. C. (2002). "The History of Race & Ethnicity: Europe" (p. 32-64) In *The Construction and Representation of Race and Ethnicity in the Caribbean and the World*. Kingston: University of West Indies Press. [ON RESERVE at the Koerner Library]
- Zinn, H. (2007). "Drawing the Color Line" (Chapter 2) In. Callagher, G. (Ed.). (3rd Edition) *Rethinking the Color Line*. New York: McGraw Hill. [ON RESERVE at the Koerner Library]

Week 3: Global History of Race & Ethnicity: Asia & Africa (Sept. 20 & 22, 2016)

Key Outcome: To understand the historical foundations of race and ethnicity by examining ethnic perceptions, awareness, representation and attitudes in Asian & African civilization, and their impacts on contemporary realities.

Required Reading

- Alleyne, M. C. (2002). "Asia and Africa" (pp. 65-79) In *The Construction and Representation of Race and Ethnicity in the Caribbean and the World*. Kingston: University of West Indies Press. [ON RESERVE at the Koerner Library]

Week 4: Minorities and Ethnic Inequalities (Sept. 27 & 29, 2016)

Key Outcomes: To explain how Canada is stratified by gender, ethnicity and immigration status, which results in unequal access to income, employment and other status symbols.

Required Readings:

- Fleras, A. (2017). "Gender Minorities, Gendered Exclusions" (Chapter 6: pp. 167-192). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8th Edition). Toronto: Pearson.
- Fleras, A. (2017). "Racialized Inequalities" (Chapter 5: pp. 145-192). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8th Edition). Toronto: Pearson.

Optional Reading

- Owusu-Bempah, A., and Wortley, S. (2013) Race, Crime and Criminal Justice in Canada (pp. 281-320). In Bucerius, S.M & Tonry, M (Eds.) *The Oxford handbooks in Criminology and Criminal Justice*: Oxford: Oxford University Press.
- Wortley, S. (2003). Hidden Intersections: Research on race, crime, and criminal justice in Canada. *Canadian Ethnic Studies*, 35(3): 99-118.
- Baumann, S and Loretta Ho (2014). Cultural Schemas for Racial Identity in Canadian Television Advertising. *Canadian Review of Sociology*, 51(2):152-169

Week 5: Race in the Modern World (Oct. 4 & 6, 2016)

Key Outcome: To be able to critically analyze the political bases and functions of race globally, and explain how racial politics play out in modern societies.

Required Reading

Winant, H. (2004). "One Hundred years of Racial Politics" (pp. 3-24). In *The New Politics of Race: Globalism, Difference & Justice*. Minneapolis: University of Minnesota Press.

Winant, H. (2004). "The Modern World Racial System" (pp. 94-107). In *The New Politics of Race: Globalism, Difference & Justice*. Minneapolis: University of Minnesota Press.

Week 6: The Politics & Legacy of Race (Oct. 11 & 13, 2016)

Key Outcome: To discuss how race mattered in the past, at present and how it will continue to matter in the future. [MIDTERM in Class: October 13]

Required Reading

Fleras, A. (2017). "The Politics of Race" (Chapter 2: pp. 32-54). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8rd Edition). Toronto: Pearson.

Winant, Howard (2004) "Babylon System: The Continuation of Slavery" (pp. 81-93). In *The New Politics of Race: Globalism, Difference & Justice*. Minneapolis: University of Minnesota Press.

Optional Reading

Smaje, C. (2000) "Race, Slavery and Colonialism" (pp. 132-160). *Natural Hierarchies: The Historical Sociology of Race & Caste*. Blackwell Publishers Ltd: Oxford. [Available at the Murray Library HT621.S538]

Davidson, B. (1992). Columbus: The Bones and Blood of Racism. *Race & Class*, 33 (3): 17-25.

Week 7: Theories of Race (Oct. 18 & 20, 2016)

Key Outcome: To critically examine ethnic stratification, and explain, compare and apply various theoretical frameworks to understand it.

Required Readings

Winant, H. (2004). "One hundred years of racial theory". (pp. 153-159). In *The New Politics of Race: Globalism, Difference & Justice*. Minneapolis: University of Minnesota Press.

Optional Reading

Spencer, Stephen (2007) *Race & Ethnicity: Culture, Identity & Representation* (pp. 76-114). Routledge: New York. [E-book available online through the Koerner Library]

Week 8: French/English & Aboriginal/Non-Aboriginal Relations (Oct 25 & 27, 2016)

Key Outcomes: To explain Aboriginal's and Quebecois position in Canada's multicultural environment and their unequal relations with the rest of society.

Required Readings:

Fleras, A. (2017). "Aboriginal Peoples in Canada: Repairing the Relationship" (Chapter 7: pp. 196-229). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8rd Edition). Toronto: Pearson.

Fleras, A. (2017). "Ethnicity Matters: Politics, Conflict and Experiences" (Chapter 4 pp. 115-143). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8rd Edition). Toronto: Pearson.

Optional Reading

Evelyn Legare (2010). Canadian Multiculturalism and Aboriginal People: Negotiating a place in the Nation. *Identities*, 14: 347-366

Breton, Raymond (2010). From ethnic to civic nationalism: English Canada and Quebec. *Ethnic and Racial Studies*, 11:85-102

Week 9: Immigration & Inequalities (Nov 1 & 3, 2016)

Key Outcomes: To be able to evaluate the effect of migration on race relations, including how immigrants are incorporated in Canada and the impact on their identities.

Required Readings:

Fleras, A. (2017). "Immigrants and Immigrants" (Chapter 8: pp. 239-289). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8rd Edition). Toronto: Pearson.

Oreopoulos, P. (2011). Why do skilled immigrants struggle in the labor market? A field experiment with thirteen thousand resumes. *American Economic Journal: Economic Policy*, 3(4):148-171. <http://www.jstor.org/stable/41330445>

Optional Reading

Skuterud, M. (2010). The visible Minority Wage Gap across Generations of Canadians. *Canadian Journal of Economics*, 43(3):860-881.

Week 10: Identity, Multiculturalism & Integration (Nov. 8 & 10, 2016)

Key Outcomes: To critically evaluate multiculturalism, and its manifestations in social identities and social institutions. In particular, you should also be able to identify the strengths and weaknesses of multiculturalism in Canada and compare it with the melting pot model used in the US. **[Essays due: November 10, 2016]**

Required Reading

Fleras, A. (2017). "Muticulturalism as Canada-Building Governance" (chapter 9: pp. 290-322). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8rd Edition). Toronto: Pearson.

Peach, C. (2005). The mosaic versus the melting pot: Canada and the USA. *The Scottish Geographical Magazine*, 121(1), 3-27.

Optional Readings

Rodríguez-García, D. (2010). Beyond assimilation and multiculturalism: A critical review of the debate on managing diversity. *Journal of International Migration and Integration/Revue de l'integration et de la migration internationale*, 11(3), 251-271.

Mahtani, M. (2002). Interrogating the hyphen-nation: Canadian multicultural policy and 'mixed race' identities. *Social Identities*, 8(1), 67-90.

Week 11: Race Relations from a Global Perspective (Nov. 15 & 17, 2016)

Key Outcomes: To explain, through comparative analyses, how globalization might be a racialized social structure, and how it affects different “racial groups” unequally.

Required Readings:

- Winant, Howard (2004). “Durban, Globalization, and the World after 9/11: Toward a new Politics” (pp. 122-128). *The New Politics of Race: Globalism, Difference & Justice*. Minneapolis: University of Minnesota Press.
- Winant, Howard (2004). “The New Imperialism, Globalization, and Racism” (pp. 129-152). *The New Politics of Race: Globalism, Difference & Justice*. Minneapolis: University of Minnesota Press.

Week 12: Resistances to Ethnic & Racial Inequality (Nov. 22 & 24, 2016)

Key Outcomes: To understand how racialized groups mobilize to resist unequal treatment, and to analyze the effectiveness of these resistances.

Required Readings:

- Fleras, A. (2017). “Racism and Anti-Racism” (chapter 3: pp. 62-114). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8th Edition). Toronto: Pearson.
- McIlwain, C. D. (2011). “Race-based social movement” In Caliendois, S.M. & McIlwain (eds.). *The Routledge Companion to Race and Ethnicity*. London: Routledge.
- Yancy, G., & Butler, J. (2015). What’s Wrong With ‘All Lives Matter’?. New York Times, 12, 156. <http://shifter-magazine.com/wp-content/uploads/2015/01/Whats-Wrong-With-All-Lives-Matter.pdf>

Optional Reading

- Gupta, T (2007). Immigrant Women’s Activism (pp. 120-131). In Johnson, G (Ed.). *Race, Racialization and Anti-Racism in Canada and beyond*. Toronto: University of Toronto Press.
- Taylor, C, James, C and Saul, R. (2007). “Who belongs? Exploring race and racialization in Canada” (pp. 166-193). In Johnson, G. (Ed). *Race, Racialization and Anti-Racism in Canada and beyond*. Toronto: University of Toronto Press.

Week 13: The Future of Race Relations & Revision (Nov. 29 & Dec. 1, 2016)

Key Outcomes: Synthesize theoretical and empirical knowledge on race/ethnicity issues; to critical analyze and forecast race racial relations in post-modern contexts.

Required Readings:

- Fleras, A. (2017). “Will Race Matter in the Future?” (Chapter 2: pp. 54-57). In *Unequal Relations: A critical Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. (8th Edition). Toronto: Pearson.
- Aspinall, P. J. (2009). The future of ethnicity classifications. *Journal of Ethnic and Migration Studies*, 35(9), 1417-1435.

Winant, Howard (2004). "Conclusion: Racial Politics in the Twenty First Century" (pp. 153-159). *The New Politics of Race: Globalism, Difference & Justice*. Minneapolis: University of Minnesota Press.

Additional Resources

The following items might be useful in providing additional content on substantial topics especially for your term paper.

Parillo, Vincent, N. (2012) *Understanding Race & Ethnic Relations* (4th Edition). Pearson.

Gupta, T. D. (Ed.). (2007). *Race and Racialization*. Toronto: Canadian Scholars' Press.

Vera, H. & Feagin, J.R. (2007) *Handbook of Race & Ethnic Relations*. Springer: New York.

Patricia Hill Collins and John Solomos (2010) *The SAGE Handbook of Race and Ethnic Studies*. London: Sage.

Back, L & Solomos, J (2009) (Eds), *Theories of Race and Racism*, 2nd Edition. London: Routledge.

Smaje, C. (2000) *Natural Hierarchies: The Historical Sociology of Race and Caste*. Blackwell Publishers: Oxford.

Hutchinson, J. & Smith, D. A. (1996) *Ethnicity*. Oxford University Press: Oxford.

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