

	SOCIOLOGY 3180: MINORITY GROUPS
	DEPARTMENT OF SOCIOLOGY MEMORIAL UNIVERSITY FALL 2015, SLOT 05

Instructor: Dr. James (Jamie) Baker E-mail: jbaker@mun.ca (use SOC3180 as subject) Office Location: A-4075	Class Times: MWF 12:00 - 12:50 pm Office Hours: MWF 11:00 am - 12 noon (or by appointment) Classroom: SN3058
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TEXTBOOKS:

Satzewich, Vic and Nikolaos Liidakis. 2013. *"Race" and Ethnicity in Canada*. Third Edition. Toronto: Oxford University Press. \$66.95 in the MUN Bookstore.

Cameron, Elspeth, ed. 2004. *Multiculturalism & Immigration in Canada: An Introductory Reader*. Toronto: Canadian Scholars' Press. \$54.95 in the MUN Bookstore.

One copy of each text will be available on **2 hour** reserve at the QEII Library (Reserve area, 1st Floor).

Course information, content, grades, slides, etc. can be found on **Desire2Learn (D2L)**. Please login and check the course regularly as important information/emails will be sent through <http://online.mun.ca>.

<u>EVALUATION</u>	<u>PERCENTAGE</u>	<u>DATE</u>
REFLECTION ESSAY 1	15% or 20% ^a	5 October 2015
MIDTERM EXAM	25%	19 October 2015
REFLECTION ESSAY 2	15% or 20% ^a	2 November 2015
FINAL EXAM	40%	TBD by Registrar's Office

^a: Please note that whichever grade is higher in the reflection essay will be worth 20%.

COURSE DESCRIPTION:

Why are race and ethnic relations so important in our lives? What effect does racism have on our society? Is multiculturalism still relevant to Canada? Should we accept more or less immigrants in Canada? In exploring these and other questions, the course will intertwine both theory and practice in order to examine these questions within their Canadian historic and contemporary contexts. Throughout the course, you will work to expand your critical thinking and reflection skills, making meaningful connections between sociological concepts and minorities lived racial experiences. The ultimate goal is to better understand how your personal experience with race is shaped by the larger social, cultural, and historical forces within Canadian society. The course is organized around lectures, videos, and assigned readings, any of which may appear in some form on the exams. **Note: As class discussion is strongly encouraged, it is expected that you will have read the assigned readings/chapter prior to class and will be prepared to discuss them.**

COURSE OUTLINE:

<p>WEEK 1 September 9 - 11</p>	<p>COURSE OVERVIEW Parrillo, Vincent N. 2012. <i>Understanding Race and Ethnic Relations</i>. Fourth Edition. New York: Allyn & Bacon. Chapter 1: The Study of Minorities (pgs. 1-29) (on D2L)</p> <p>READINGS IN CAMERON (2004): Introduction (pgs. xv-xxiv)</p>
<p>WEEK 2 September 14 - 18</p>	<p>Chapter 1: The Concepts of Ethnicity and Race</p> <p>READINGS IN CAMERON (2004): English-Canadian Opposition to Non-British Immigration (pgs. 17-20) Racism in Early Canada (pgs. 21-22)</p>
<p>WEEK 3 September 21 - 25</p>	<p>Chapter 2: Theories of Ethnicity and Race</p> <p>READINGS IN CAMERON (2004): The Social Construction of Immigrants (pgs. 189-193)</p>
<p>WEEK 4 September 28 – October 2</p>	<p>Chapter 3: The Dynamics of Nation Building</p> <p>READINGS IN CAMERON (2004): Canada’s Immigration: The Ideological Background (pgs. 39-46) Immigration Policy: Imagined Features (pgs. 243-255)</p>
<p>WEEK 5 October 5 – 9</p>	<p>FIRST REFLECTION ESSAY DUE: MONDAY 5 OCTOBER 2015</p> <p>Chapter 4: Immigration and the Canadian Mosaic</p> <p>READINGS IN CAMERON (2004): The Geneva Convention (pgs. 35-38) Social Adjustments of Immigrants to Canada, 1940-1975 (pgs. 65-74)</p>
<p>WEEK 6 October 12 - 16</p> <p>MIDTERM BREAK – Classes resume 14 October</p>	<p>Chapter 5: Understanding Social Inequality</p> <p>READINGS IN CAMERON (2004): Ethnicity and Social Class (pgs. 47-58) Ethnicity and Social Class: Thirty Years after the Vertical Mosaic (pgs. 159-166)</p>
<p>WEEK 7 October 19 – 23</p>	<p>MIDTERM EXAM – MONDAY 19 OCTOBER 2015 (Weeks 1-5)</p> <p>Immigration in Canadian Society (No text chapter this week)</p> <p>READINGS IN CAMERON (2004): The Historical Background (pgs. 3-16) Immigration Policy in the late 1960s (pgs. 59-64) Residential Patterns in Cities (pgs. 173-188) Immigration and Demographic Structures (pgs. 193-206)</p>

<p>WEEK 8 October 26 – 30</p>	<p>Chapter 7: Racism</p> <p>READING: Baker, James. 2013. Just Kids? Peer Racism in a Predominantly White City. <i>Refuge</i> 29 (1): 75-85.</p> <p>READINGS IN CAMERON (2004): Immigration and Canadian Anti-Semitism (pgs. 23-34)</p>
<p>WEEK 9 November 2 – 6</p>	<p>SECOND REFLECTION ESSAY DUE: MONDAY 2 NOVEMBER 2015</p> <p>Parrillo, Vincent N. 2012. Understanding Race and Ethnic Relations. Fourth Edition. New York: Allyn & Bacon. Chapter 4: Prejudice (pgs. 79-105) (on D2L)</p> <p>READINGS IN CAMERON (2004): Belonging in a Multicultural Context (pgs. 167-172) The Tolerant Society versus the Accepting Society (pgs. 115-132)</p>
<p>WEEK 10 November 9 – 13</p> <p>NO CLASS: NOVEMBER 11</p>	<p>Parrillo, Vincent N. 2012. Understanding Race and Ethnic Relations. Fourth Edition. New York: Allyn & Bacon. Chapter 5: Discrimination (pgs. 106-123) (on D2L)</p> <p>READINGS IN CAMERON (2004): The Ping-Pong Ethnic Politics of Contemporary Quebec (pgs. 113-114)</p>
<p>WEEK 11 November 16 – 20</p>	<p>Chapter 6: Diversity, Multiculturalism, and Quebec Interculturalism</p> <p>READINGS IN CAMERON (2004): Multiculturalism: Ideology, Policy, and Reality (pgs. 75-96) The Illusion of Multiculturalism (pgs. 217-243) Managing Immigrant Social Transformations (pgs. 207-217)</p>
<p>WEEK 12 November 23 – 27</p>	<p>Chapter 8: Aboriginal and Non-Aboriginal Relations</p> <p>READINGS: Aboriginal People and the Meech Lake Accord: Critical Perspectives (pgs. 97-112) The Properties of Culture and the Possession of Identity: Postcolonial Struggle and the Legal Imagination (pgs. 133-158)</p>
<p>WEEK 13 November 30 - December 4</p>	<p>Chapter 9: Transnationals or Diasporas? Ethnicity and Identity in a Global Context</p> <p>NO READINGS THIS WEEK</p>
<p>EXAM PERIOD December 9 – 18</p>	<p><u>FINAL EXAM: WEEKS 8-13</u></p>

REFLECTION ESSAYS

You will note that the reflection essays accounts for 35 percent of your grade in this course. The first reflect essay is due on **Monday 5 October 2015** while the second is due on **Monday 2 November 2015**. **Both are due at the beginning of class. No late papers will be accepted.** If you do not submit an essay by the assigned dates due to a documented reason only, then I will accept it at the next (i.e., Wednesday) class. You must notify me before the beginning of class on the day it is due that you are unable to submit the paper. **Failure to do so will result in a zero grade.**

For the first reflection essay:

Minority Related Coverage in the News

Choose a topic that is overtly or, you think, covertly about race, ethnicity, gender, or sexuality (e.g., asylum seekers, Syrian refugees, affirmative action, immigration, gay marriage, gender wage gap, changing demographics of Canada, crime, migrant farm-work in Ontario, racial profiling, etc.). In 1250-1500 words, investigate the way in which the same issue is discussed in **five** news articles. Consider: Do the reporters discuss race, ethnicity, gender, or sexuality explicitly or implicitly? If implicitly, how does the story nonetheless trigger meaning? What assumptions are made by the author? Whose voice is missing? Who benefits and who suffers? Is this topic also about material (dis)advantage? How do you know? Basically, what is this fight about? What different positions are being taken? **You must attach the five news articles to your submission.**

For the **second reflection essay only**, you will have a choice between two topics:

1. Describe a situation in which you believe you directly observed or were a victim of racism, sexism, or homophobia. It **cannot** be something that you saw on television, read in a paper/magazine, heard on the radio, was told to you by a friend/family member, etc. In other words, you must have observed it yourself. In 1250-1500 words, answer the following questions:
 - a. Describe the event – who was involved, what happened, and when/where did it occur?
 - b. How did it make you feel and what was your reaction? Did anyone else react to it? Did anyone comment on it to you? If so, what did they say? How did you respond to their comments?
 - c. If you observed it, how did the person who was the subject of the incident respond? Did you think they were aware of it? How did you respond? What would you have done differently?
 - d. What effect did seeing or experiencing this have on your view of white privilege (or patriarchy or heteronormativity)? Based on your observation/experience, how would you go about creating change?

2. Using the Experience section in *Multiculturalism and Immigration in Canada: An Introductory Reader*, choose two entries to compare and contrast the experiences of the authors/poets. In 1250-1500 words, answer the following questions:
 - a. Describe the experiences of the two authors/poets – how are they different and how are they similar?
 - b. How did these selections make you feel and what was your reaction? Is there anything in your chosen selections that stood out?
 - c. Is there anything in these selections that you would describe as an example of racism/discrimination/prejudice?
 - d. What effect did reading the selections have on your view of white privilege? Based on the reading, how would you go about creating change?

BE CAREFUL: As your personal experience is anecdotal, do not use it to make broad assumptions or generalizations.

MIDTERM EXAM

The midterm exam is slated to be held on Monday, 19 October 2015. If the university is closed on that date, then the midterm exam will be held on the next regularly scheduled class. The midterm exam will consist of three sections (A, B, & C) and will be graded out of 50 points. Section A will consist of 30 multiple-choice (M/C) worth 1 mark each while section B will consist of 6 short answer each worth 5 marks each. Owing to different learning styles, students will have the opportunity to complete either section A or B – **BUT NOT BOTH**. If a student completes both sections, only section A (M/C section) will be graded.

All students will complete Section C. Section C will consist of one (1) long answer question worth 20 marks. One week prior to the exam, you will be provided with a list of **eight** questions. **Two** of those questions will appear on the exam and you must answer **one**. If you are ill or have another documented reason for missing a term exam (e.g., bereavement), then I will provide a make-up exam. **Make-up exams will only be scheduled at a time following the term exam – it cannot be written prior to the scheduled date.**

FINAL EXAM

The final exam will be scheduled by the Registrar's Office. It will cover material from the midterm exam onward, so it **will not** be a comprehensive exam. The final will follow a similar format as the midterm exam. Section A will consist of 40 multiple-choice (M/C) worth 1 mark each while section B will consist of 8 short answer questions each worth 5 marks each. Owing to different learning styles, students will have the opportunity to complete either section A or B – **BUT NOT BOTH**. If a student completes both sections, only section A (M/C section) will be graded. All students will complete Section C, which will consist of two (2) long answer questions worth 30 marks each.

At the last class, you will be provided with a list of **ten** questions of which **three** will appear on the final. You will answer **2** out of the 3 questions. The final exam will have three sections (A: Multiple Choice; B: Short-Answer; C: Questions Post-Midterm). You are to complete (A OR B) AND C. If you complete both A and B, only section A will be graded. The exam is graded out of 100 points.

If you are required by university regulation to defer an exam or are ill (with documentation), or have another documented reason for missing a term exam (e.g., bereavement), then I will provide a make-up final exam. **A make-up final exam will only be scheduled following the final exam – it cannot be written prior to the scheduled date.** Alternatively, it can be written in the first week of the following semester at date and time determined by the Department of Sociology.

GOOD GRAMMAR

I consider good grammar to be the cornerstone of a well-educated individual. I will get annoyed if a paper you submit is poorly written, has numerous grammatical /spelling errors, or does not live up to the expectation of a quality effort. With that in mind, I do recognize that this is a second year course and that your writing skills are still developing. Luckily, there is help!

I strongly encourage you to visit the WRITING CENTER to help you with your writing - their goal is to help students become better writers and critical thinkers. I recommend you make an appointment at least a week prior to the due date for the first essay – visit SN2053 or telephone 864-3168. They only require a hard copy of your draft essay but I would also recommend bringing this syllabus so the tutors know the type of paper you are writing as well as my expectations for your essay.

GENERAL POLICIES

Grades

While all attempts will be made to have your exams back to you by the next class, this may not always be possible. Grades will also be available for viewing on D2L (except your final exam grade).

Email and Office Hours

I check email daily during the week, and will almost always respond within 24 hours (weekends may be delayed). Email works best for procedural questions (setting up appointments, etc.); detailed questions about the course are usually easier to clarify in-class or during office hours. **Note: As I am not on-campus on Tuesdays and Thursdays, I am unable to meet with students on those days.**

Attendance

While class attendance is not mandatory, it is strongly encouraged. Attending class regularly is important as it helps facilitate learning of the course material; provides the opportunity to clarify information or ask questions; and may provide the opportunity to receive important hints for the exams.

Missed Classes: Lecture Notes

Students who miss class are responsible for determining what material was covered. As slides will be posted on D2L **prior to class**, it is in your best interest to print them off before coming to class. It is imperative that you take your own notes during class to augment the lectures.

Students with Disabilities

Students who require physical or academic accommodations are encouraged to speak to me privately so that appropriate accommodations can be made in order that you may participate fully in the course. All conversations will remain confidential. Assistance may be available through the Glenn Roy Blundon Centre (<http://www.mun.ca/blundon>) which serves students whose disabilities involve conditions affecting mobility, vision, hearing, learning disabilities, chronic illness, or mental health. Support is also provided to students with documented temporary illnesses and injuries. If you require assistance during class or require additional supports when writing the exams, you need to register with the Blundon Centre. I will gladly sign any documentation from the Blundon Centre for alternate quiz/exam accommodations but please ensure I have the request at least **two weeks** prior to the scheduled exam.

Respectful Discussions

Discussion and debate are an important part of any intellectual undertaking. As sociologists, we study the social world, the place where all of us live both inside and outside the classroom. Over the course of the semester, we will likely discuss topics that you have strong feelings about. You should always feel free to respectfully express your opinions on an issue, whether or not they are shared by other people in the room (including me). I only ask that you speak with good intentions, and assume that others are doing the same. If you are ever made angry or uncomfortable by anything in discussion, please feel free to speak up (politely), or to raise your concerns with me privately by email or during office hours. If

anyone starts shouting, or make any personal attacks, I will ask them to leave the room. As a note, I have a **zero tolerance policy** for any racist, sexist, ageist, or homophobic remarks.

Talking at Inappropriate Times or Using Inappropriate Devices

You are enrolled in this class to learn so it is counterproductive to talk at inappropriate times, use the Internet and/or use your cell phone. Students distracted by any such behaviour should bring this to my attention privately. Please note that your cell phone, PDA, iPod, MP3 Player, iPad, laptop or any other electronic device are not to be used during any examination. **If you are found to be using them during an examination, your exam will be confiscated and you will receive a zero in the exam.**

Course Evaluations

At some point during the term (usually the second last week of classes), you will be asked to complete a course evaluation form **on-line**. These forms are anonymous and **I will only receive the typewritten results well after grades have been submitted.** As an undergraduate and graduate student, I had been involved with the committee since its inception and I consider the course evaluation process to be a key part of my growth as an instructor as well as an indicator of my success in teaching sociology. I encourage everyone to provide me with constructive feedback on my teaching style, the course syllabus, the exams, or anything you feel appropriate that will improve the course or my teaching.

Perfume and Cologne

Given the class size, it is highly likely that some students will have sensitivity to perfumes or colognes. As such, I would like the classroom to remain scent-free.

GOOD LUCK AND ENJOY THE COURSE!