

	<p>SOCIOLOGY 3Z03: ETHNIC RELATIONS</p> <p>DEPARTMENT OF SOCIOLOGY</p> <p>MCMASTER UNIVERSITY</p> <p>WINTER 2017</p>
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<p>Instructor: Dr. James (Jamie) Baker E-mail: bakerj12@mcmaster.ca (use SOC3Z03 in subject line) Office Location: KTH 623</p>	<p>Class Times: Tu 2:30-4:20; F 2:30-3:20 Office Hours: Th 2:30-3:30; By appointment Classroom: BSB 119</p>
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REQUIRED TEXTBOOKS:

Parrillo, Vincent N. 2016. *Understanding Race and Ethnic Relations*. Fifth Edition. New York: Allyn & Bacon. \$133.55 in the McMaster Bookstore. (Used copies may be available.)

Aulette, Judy R. 2017. *A Global View of Race and Racism*. New York: Oxford University Press. \$49.95 in the McMaster Bookstore. (Used copies may be available.)

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

Course information, grades, etc. can be found on **Avenue2Learn** - <http://avenue.mcmaster.ca>. Please login regularly as it provides important information regarding the course including, for example, copies of PowerPoint slides used in class.

<u>EVALUATION</u>	<u>PERCENTAGE</u>	<u>DUE DATE</u>
EXAM 1	25%	3 February 2017
EXAM 2	30%	3 March 2017
FINAL EXAM	45%	TBD – Registrar's Office

COURSE DESCRIPTION:

Why are race and ethnic relations so important in our lives? What effect does racism and ethnicity have on our society? What are the historic origins of race and ethnicity? What are some of the contemporary realities of race and ethnicity? In exploring these and other questions, the course will intertwine both theory and practice in order to examine these questions within their global historic and contemporary contexts. Throughout the course, you will work to expand your critical thinking skills, making meaningful connections between sociological concepts and minorities lived racial experiences. The course is organized around lectures, videos, and assigned chapters, any of which may appear in some form on the exams. **Note: As discussion is strongly encouraged, it is expected that you will have read the assigned chapter(s) prior to class and be prepared to contribute.**

COURSE LEARNING OBJECTIVES:

This course is designed to meet three key University Undergraduate Degree Level Expectations. First, by engaging in different concepts and theoretical approaches, students will expand the breadth and depth of their knowledge as it relates to race and ethnicity. Second, by critically engaging topic areas through the exams, students will have the opportunity to apply knowledge based on sound judgements; and, third, by participating in class discussions, students will have the opportunity to enhance their communication and analytical skills.

COURSE OVERVIEW:**

WEEK 1: January 6	COURSE OVERVIEW
WEEK 2: January 9-13	Chapter 1: Introduction to a Global View of Race and Racism (Aulette) Chapter 1: The Study of Minorities (Parrillo)
WEEK 3: January 16-20	Chapter 2: The Myth of Biological Races and the Social Construction of Race/Ethnicities (Aulette) Chapter 2: The Role of Culture (Parrillo)
WEEK 4: January 23-27	Chapter 3: Colonial Origins of the Concept of Race/Ethnicity (Aulette)
WEEK 5: January 30-February 3	Chapter 3: Ethnic and Racial Stratification (Parrillo) Chapter 4: The Caste System in India (Aulette) TERM EXAM 1: Weeks 2-4 (Friday February 3)
WEEK 6: February 6-10	Chapter 4: Prejudice (Parrillo) Chapter 5: Discrimination (Parrillo)
WEEK 7: February 13-17	Chapter 5: Segregation/Apartheid in South Africa and Israel (Aulette)
WEEK 8: February 20-24	MIDTERM RECESS
WEEK 9: February 27-March 3	Chapter 6: Migration, Racial/Ethnic Minorities, and Injustice (Aulette) TERM EXAM 2: Weeks 4-7 (Friday March 3)
WEEK 10: March 6-10 No class: Friday March 10, 2017	Chapter 7: Ethnonationalism, Monoethnicity, and the Shoah (Aulette)
WEEK 11: March 13-17 No class: Friday March 17, 2017	Chapter 8: The Color Factor: Highlighting Brazil and the Dominican Republic (Aulette)
WEEK 12: March 20-24	Chapter 9: Indigenous Peoples (Aulette)
WEEK 13: March 27-31	Chapter 6: Dominant-Minority Relations (Parrillo) Chapter 7: Immigration Patterns and Issues (Parrillo)
WEEK 14: April 3-6	Wrap-up/Final Exam Review FINAL EXAM: Weeks 10-14

**If material cannot be covered due to cancelled classes, students will still be responsible for the material.

EXAMS

The term exams are slated to be held on Friday, February 3 and Friday, March 3, 2017. If the university is closed on either or both of those dates, then the midterm exam will be held on the next regularly scheduled class. The term exams will consist of two sections and will be graded out of 60 points. Section A will consist of 30 multiple-choice (M/C) worth 1 mark each while section B will consist of three short answer questions each worth 10 marks each. One week prior to the exam, you will be provided with a list of **ten** questions. **Three** of those questions will appear on the exam and you must answer all **three**.

The **first term exam** will cover the following chapters (unless circumstances dictate otherwise):

- Chapter 1: Introduction to a Global View of Race and Racism (Aulette)
- Chapter 1: The Study of Minorities (Parrillo)
- Chapter 2: The Myth of Biological Races and the Social Construction of Race/Ethnicities (Aulette)
- Chapter 2: The Role of Culture (Parrillo)
- Chapter 3: Colonial Origins of the Concept of Race/Ethnicity (Aulette)

The **second term exam** will cover the following chapters (unless circumstances dictate otherwise):

- Chapter 3: Ethnic and Racial Stratification (Parrillo)
- Chapter 4: The Caste System in India (Aulette)
- Chapter 4: Prejudice (Parrillo)
- Chapter 5: Discrimination (Parrillo)
- Chapter 5: Segregation/Apartheid in South Africa and Israel (Aulette)

FINAL EXAM

The final exam will be scheduled by the Registrar's Office. It will cover material from the second term exam onward, so it **will not** be a comprehensive exam. The final will follow a similar format as the term exams. Section A will consist of 50 multiple-choice (M/C) worth 1 mark each while section B will consist of 5 short answer questions each worth 10 marks each. At the last class, you will be provided with a list of **15** questions of which **five** will appear on the final. You must answer all **five** questions.

The final exam will cover the following chapters (unless circumstances dictate otherwise):

- Chapter 6: Migration, Racial/Ethnic Minorities, and Injustice (Aulette)
- Chapter 7: Ethnonationalism, Monoethnicity, and the Shoah (Aulette)
- Chapter 8: The Color Factor: Highlighting Brazil and the Dominican Republic (Aulette)
- Chapter 9: Indigenous Peoples (Aulette)
- Chapter 6: Dominant-Minority Relations (Parrillo)
- Chapter 7: Immigration Patterns and Issues (Parrillo)

GENERAL/DEPARTMENTAL/UNIVERSITY POLICIES

Do NOT fax assignments. Please see your instructor for the most appropriate way to submit assignments.

The Sociology staff **DO NOT** date-stamp assignments, nor do they monitor the submission or return of papers.

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self-reporting tool for Undergraduate Students to report absences that last up to three (3) days and provides the ability to request accommodation for any missed academic work. **Please note that this tool cannot be used during any final examination period.** You may submit a maximum of one (1) Academic Work Missed request per term. It is **YOUR** responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than three (3) days, exceed one (1) request per term, or are absent for a reason other than medical, you **MUST** visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (e.g., class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Attendance

As the course is primarily lecture-based, class attendance is expected though not mandatory; however, your grades will suffer if you are not in class for the lecture. As videos will be shown in class, they may appear on the exams. As such, if you are not in class, you may miss important material for the exams.

Grades

While all attempts will be made to have your exams back to you within a week, this may not always be possible. Grades will be available for viewing on A2L (except your final grade which is released by the Registrar's Office).

Email and Office Hours

I check email daily during the week, and will almost always respond within 24 hours (weekends may be delayed). E-mail works best for procedural questions (e.g., setting up appointments, etc.) while detailed questions about the course or clarification on course material are usually easier to respond to in class or during office hours.

Students with Disabilities

Students who require physical or academic accommodations are encouraged to speak to me privately so that appropriate accommodations can be made to help ensure your full participation in the course. All conversations will remain confidential. Assistance may be available through the Student Accessibility Services (<http://sas.mcmaster.ca/>) 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, you need to register with Student Accessibility Services.

Respectful Discussions

Discussion and debate are an important part of any intellectual undertaking. Over the course of the semester, we will likely discuss topics about which you have strong feelings or opinions. You should always feel free to respectfully express your opinion on an issue, whether or not they are shared by other people in the class (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 said during a

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 homo/transphobic remarks. Students making such comments will be asked to immediately leave the room.

Use of Laptops or Accommodating Devices

Students may use laptops to take notes provided their use does not interfere with the learning of other students. If anyone communicates to me that a student's laptop use is distracting, I may request that it not be used. Students with a documented ailment, and who require the use of a laptop to facilitate their participation should speak to me privately. If I am required to wear a microphone or other accommodating device, please let me know so I can provide you with a positive learning environment.

Talking at Inappropriate Times or Using Inappropriate Devices

You are enrolled in this class to learn so it is counterproductive to talk or text at inappropriate times, use the Internet and/or use your cell phone. Students distracted by any such behavior should bring this to my attention privately.

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 results well after grades have been submitted**. As an undergraduate and graduate student at Memorial University of Newfoundland, I had been involved with the Course Evaluations 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 papers, or anything you feel appropriate that will improve the course.

Perfume and Cologne

Given the class size, it is highly likely that there are students who may be sensitive to perfume or cologne. As such, I would request that the classroom remain scent-free.

I HOPE YOU ENJOY THE COURSE!