



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE - FALL 2015

AN2910 (A2): INTRODUCTION TO RACE RELATIONS – 3 (3-0-0) 45 Hours

Instructor:	Laurie Nock, PhD	Phone:	780-539-2830 (office)
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Office hours:	Mondays and Tuesdays, 1-2:30 p.m.		

PREREQUISITE(S)/COREQUISITE: 3-credit in any social science course

REQUIRED TEXT/RESOURCE MATERIALS:

Satzewich, Vic & Liodakis, Nikolaos (2013). *'Race' and ethnicity in Canada: a critical introduction*. Don Mills: Oxford University Press. 9780195449013, 0195449010.
Other readings will be assigned during the term.

CALENDAR DESCRIPTION:

This course examines views on the ideology of racism, which correlates human physical and socio-cultural attributes. The use of racism to organize, define and explain domination and competition is covered along with a comparative study of historical and contemporary forms of race relations in selected societies and at an international level.

CREDIT / CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Lecture and Discussion

COURSE OBJECTIVES:

To demonstrate that:

- "Ethnicity" focuses on cultural attributes, while "race" focuses on physical ones; the two should not be confused.
- These concepts have a long, problematic, and highly political history, in both the popular and the academic (anthropological) context.
- Ethnic and racial categorization systems have great utility in the organization of inequality
 - in access to economic opportunity and wealth.
 - in the exercise of political power.
 - in processes of social exclusion and inclusion.
 - in justifying and maintaining oppression.

- Ethnocentrism and racism are fundamental to nation formation and the development of immigration policies.
- The effects of class, gender and ethno/racial criteria are cumulative in systems of inequality when used to assign hierarchical positions.
- Just as internalized negative stereotypes tend to lead to the disintegration of collectivities, their reformulation is vital to resurgence and mobilization.
- The historical experience of indigenous peoples is very different from that of settlers.
- While cultural and physical characteristics are in all human societies at all times, they are seldom the cause of hostility or oppression.
- Fascination with differences between and diversity within human communities is far more common than rejection.

LEARNING OUTCOMES:

Students will be able to:

- identify and speak of cultural, physical and gender differences in social structures and social settings.
- provide many examples of the utility of these factors in the construction and maintenance of systems of economic and political inequality - i.e. class systems.
- demonstrate that just as there are cultural and visible minorities, the dominant majority or mainstream also has cultural and physical characteristics.
- illustrate the importance of history in understanding group relations.
- compare Canada's policies on immigrant and indigenous peoples to that of other states.
- explain why being colorblind does not prevent racism.
- explain the difference between "good" and "bad" immigrants.
- interpret academic texts and answer questions on them.
- demonstrate an understanding of and ability to use the vocabulary specific to ethnic and race relations studies.
- be alert to daily evidence of ethnic interaction in current events reported from around the world.
- summarize and evaluate what they have learned through activities, readings, reflection, discussions and materials experienced in this course.

TRANSFERABILITY: UA, UC, UL, AU, AF, CU, CUC, KUC

Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA:

ALPHA GRADE	4-POINT EQUIVALENT	PERCENTAGE
A+	4.3	80-100
A	4.0	76-79
A-	3.7	73-75
B+	3.3	70-72
B	3.0	67-69
B-	2.7	64-66

C+	2.3	60-63
C	2.0	55-59
C-	1.7	50-54
D+	1.3	45-49
D	1.0	40-44
F	0.0	<40

EVALUATIONS:

- **Independent learnings:** Each Tuesday, Weeks 1-4, by 6 p.m., email the instructor an account of further independent learning on race or ethnic relations. This should be on a topic of interest to you which you have researched, likely on the Internet. Your write-up should be up to 250 words in length, be relatively carefully constructed and thought out, explain why it is relevant to the course, and include all reference information. This will be presented to the class over about five minutes and will form part of a document made available to all on Moodle. Materials from on-line resources can be used for these assignments. Each of these is worth 10 points for a total of **40 points**.
- **In-class assignments:** These will include tests, brief reports, commentary or answers to questions that come up in class, and other assignments requiring a small amount of work outside class which must be submitted in class. **Number of points to be determined.**
- **Draft answers to questions** on *"Race" and ethnic relations*, to be ready for discussion on Wednesdays, Weeks 5-13, each worth 5 points for a total of **40 points**.
- **Answers to questions** on *"Race" and ethnic relations*, due on Fridays, Weeks 6-13: **160 points**.

Total marks obtained on the above will be calculated as a percentage of marks obtainable, and a letter grade assigned according to the scale below in fulfillment of 70% of the final course grade.

- **Lasting impressions:** This course consists of important experiential as well as academic content. Therefore, for each week you are to submit a description of the images, information and experiences most salient to you. Discuss learnings from readings as well as class discussion, supplementary materials and activities. These will be submitted at the final exam scheduled by the Registrar, but you are strongly encouraged to keep a weekly journal. Prepare thirteen of these, for ten marks each. **130 points**.

Total marks obtained on Lasting Impressions will be calculated as a percentage out of 130 points, and a letter grade assigned according to the scale below in fulfillment of 30% of the final course grade.

Assignment	points	percent of course grade	Due date
Independent learnings	40		Weeks 1-4
In-class assignments			Throughout term

Draft answers to questions	45		Weeks 6-13
Answers to questions	160		Weeks 6-13
TOTAL		70	
Lasting impressions	130	30	Final examination

A substantial portion of these assignments depends on attendance, and it is not always possible for students to attend all classes. Furthermore, late assignments are not accepted. Therefore, a lenient scale is used to assign final letter grades in this course.

STUDENT RESPONSIBILITIES:

Links to all Academic and Administrative policies can be found at <https://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM:

For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

****Note:** all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Weeks 0-1	Getting into it: classification and identification; privilege Chapter 1. The concepts of ethnicity and "race"
Week 2	Economic aspects of ethnicity and race
Week 3	Political aspects of ethnicity and race
Week 4	Social aspects of ethnicity and race
Week 5	Ideological aspects of ethnicity and race See in-class assignment in Course Details.
Week 6	Nation and nationalism Chapter 3. The dynamics of nation building
Week 7	Immigration Chapter 4. Immigration and the Canadian mosaic
Week 8	Dimensions of inequality Chapter 5. Understanding social inequality
Week 9	Societal approaches Chapter 6. Diversity, multiculturalism and Quebec interculturalism
Week 10	Racism Chapter 7. Racism
Week 11	Indigeneity

Week 12	Chapter 8. Aboriginal and non-Aboriginal relations Transnationalism
Week 13	Chapter 9. Transnationals or diasporas? Theories of ethnicity and race Chapter 2. Theories of ethnicity and "race"