



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE - FALL 2017

AN2910 (A2): INTRODUCTION TO RACE RELATIONS – 3 (3-0-0) 45 Hours for 15 Weeks

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Office hours: Mondays and Tuesdays, 1-2:15 p.m.

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.

PREREQUISITE: 3-credits in any social science

REQUIRED TEXT/RESOURCE MATERIALS:

Satzewich, V. & Liodakis, N. (2017). *'Race' and ethnicity in Canada: a critical introduction*. Don Mills: Oxford University Press.
Other readings will be assigned during the term.

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 those of other states.
- explain why being colour blind 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

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferralberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** 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**

EVALUATIONS:

Except for in-class assignments, only work submitted as Word documents via Moodle or at my office will be marked.

- **Independent learnings:** Each Tuesday, Weeks 1-4, by 6 p.m., submit on Moodle 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" document (on Moodle) 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. All these 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 by 4 p.m., Weeks 5-13: **120 points**.
- **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 class discussion and activities. Your emotional reactions to the material are important, but content is the main interest. These will be submitted at the final exam scheduled by the Registrar, but you are strongly encouraged to keep a weekly journal. Prepare twelve of these, for five marks each. **60 points**.

Assignment	points	percent of course grade	Due date
Independent learnings	40		Weeks 1-4
In-class assignments			Throughout term
Draft answers to questions	40		Weeks 5 -13
Answers to questions	120		Weeks 5 -13
TOTAL		70	
Lasting impressions	60	30	Final examination

Late assignments are not accepted, and there will be no make-ups for in-class assignments, as considerable lee-way and bonus marks are built into coursework.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Weeks 0-1	Getting into it: classification and identification; privilege Peggy McIntosh, White privilege: unpacking the invisible knapsack. Retrieved from http://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack
Week 2	Chapter 1. The concepts of ethnicity and "race"
Week 3	Economic aspects of ethnicity and race
Week 4	Political aspects of ethnicity and race
Week 5	Social aspects of ethnicity and race
Week 6	Ideological aspects of ethnicity and race See in-class assignment in Course Details.
Week 7	Nation and nationalism Chapter 3. The dynamics of nation building
Week 8	Immigration Chapter 4. Immigration and the Canadian mosaic
Week 9	Dimensions of inequality Chapter 5. Understanding social inequality
Week 10-11	Societal approaches Chapter 6. Diversity, multiculturalism and Quebec interculturalism
Week 12	Racism Chapter 7. Racism
Week 13	Indigeneity Chapter 8. Aboriginal and non-Aboriginal relations
	Theories of ethnicity and race Chapter 2. Theories of ethnicity and "race"

STUDENT RESPONSIBILITIES:

STATEMENT ON PLAGIARISM:

Cheating and plagiarism will not be tolerated and there will be penalties. 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
<http://www.gprc.ab.ca/about/administration/policies/>

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